

July, 1953

The American School Board Journal



A PERIODICAL OF
SCHOOL ADMINISTRATION

In This Issue:

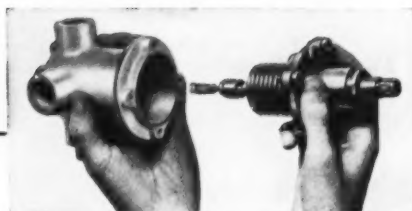
★ The School Board Meeting—*Wardle*

★ Greater Initiative Called For—*Tuttle*

★ A Creed for School Board Members

★ How Much for the Teacher?—*Springer*

TESTS PROVE.. POWERS



ONLY ONE MOVING PART—Powerful thermostatic motor assembly is easily accessible from the front. Simple and durable construction insures long life and minimum of maintenance.

STANDARD TESTS

Federal Government Specifications (WW-P-541a) require that thermostatic water mixing valves be tested under conditions specified below:

Pressure Changes in Hot and Cold Water Supplies

50% Increase in pressure
50% Decrease in pressure
Failure of Cold or Hot Water Supply

Temperature Rise in Hot Water Supply

100° rise in temperature of hot water supply
from 125 to 225°F

**If You Test
Various Water Mixing Valves
by the above conditions . . .**

**you will find that
POWERS Type H
THERMOSTATIC WATER MIXERS
Will Out-perform
All Other Mixers**

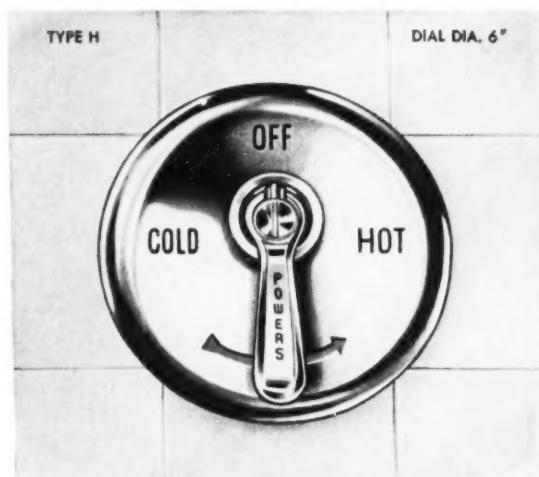
Note that Government test specifications include **TEMPERATURE** rise. Pressure actuated mixers do not safeguard shower users against this danger.

"The BEST Showers



are regulated by POWERS"

THERMOSTATIC SHOWER MIXERS Give **SAFEST** Control Obtainable



● Proof obtained from tests described at left will show that no other *thermostatic* or *pressure actuated* shower mixer provides the greater safety insured by a Powers Type H Mixer.

In 1923 POWERS pioneered with the first pressure actuated type mixer which has been obsoleted by our far superior Type H Thermostatic Mixer. Its powerful quick acting thermostatic motor gives the most accurate control obtainable regardless of *pressure* or *temperature* changes in water supply lines.

When only one shower accident may cost many times more than POWERS mixers, why risk being "half-safe" with less than the safest mixer made?

(TH)

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OFFICES IN OVER 50 CITIES • SEE YOUR PHONE BOOK

Over 58 Years of Water Temperature Control

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LOS ANGELES 5, CAL., 1808 W. 8th St. • TORONTO, ONT., 195 Spadina Ave.



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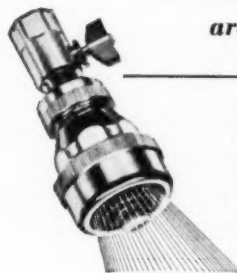
NEW ORLEANS TRADITION GOES MODERN

•The exterior of this award-winning office building presents a modern version of the New Orleans' traditional galleries and balconies. On all four limestone walls are horizontal canopies and vertical aluminum fins which create comfort and beauty by day and a striking light pattern by night. Above the ground floor there are no interior columns to obstruct the air-conditioned office areas, all of which are connected by a motor-driven conveyor that deposits mail and record trays at stations to which

they are directed. On the upper floor of the low rear wing is a landscaped patio surrounded by a private dining room, employees' lounge and a huge room which, by means of accordion partitions, can provide cafeteria space, recreation room or large auditorium. Skilled architectural planning and product selections based on proved performance assures the owners of lasting satisfaction. In this fine building all Flush Valves bear the name SLOAN—more evidence of preference that explains why . . .

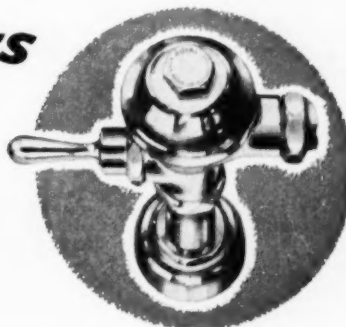
more **SLOAN** Flush VALVES
are sold than all other makes combined

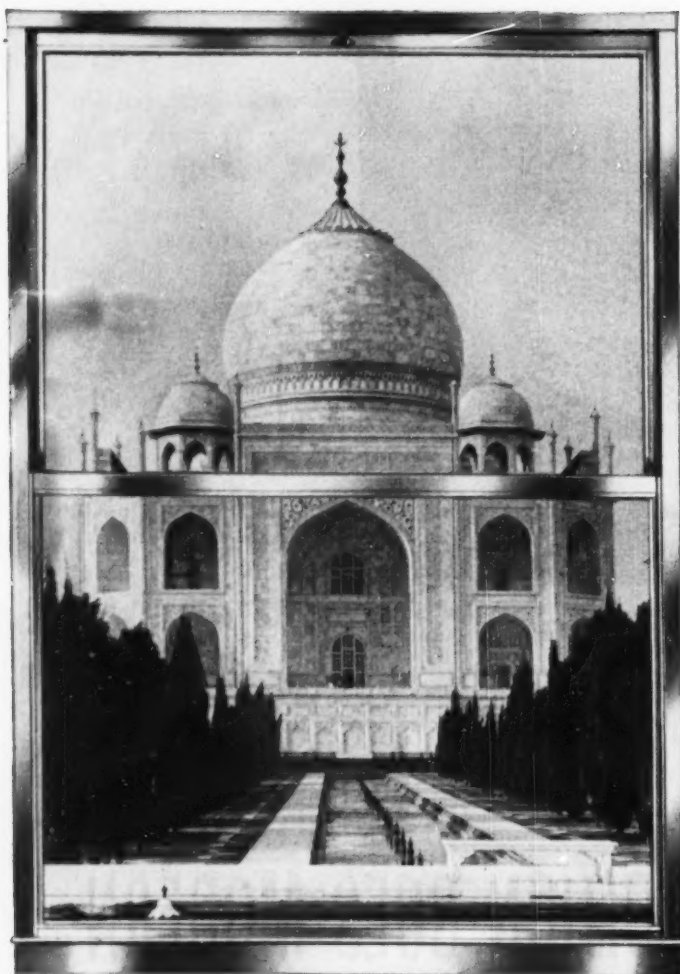
SLOAN VALVE COMPANY • CHICAGO • ILLINOIS



Another achievement in efficiency, endurance and economy is the SLOAN Act-O-Matic SHOWER HEAD, which is automatically self-cleaning each time it is used! No clogging. No dripping. Architects specify, and Wholesalers and Master Plumbers recommend the Act-O-Matic—the better shower head for better bathing.

Write for completely descriptive folder





What?

Adlake windows in the Taj Mahal?

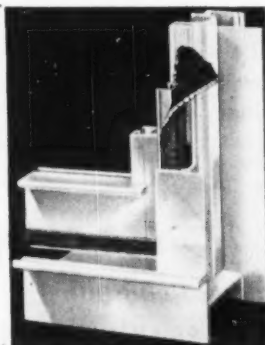
Unfortunately, Shah Jahan didn't have access to ADLAKE Aluminum Windows when he began the Taj in 1632...but we believe that, *had* ADLAKE Windows been installed, they would still be in perfect operating condition today!

... for, with no maintenance whatever,

Adlake Aluminum Windows will last longer than the building!

Every ADLAKE Window gives these "PLUS" features

- Woven-pile Weather Stripping and Exclusive Patented Serrated Guides
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 - Finger-tip Control
- No Painting or Maintenance
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ADLAKE Windows pay for themselves by eliminating all maintenance costs except routine washing. Once installed, they'll keep their good looks and easy operation for the life of the building, with no painting, scraping or other maintenance whatever! What's more, their woven-pile weather stripping and patented serrated guides give an everlasting weather seal!

ADLAKE Aluminum Windows assure life-time value, beauty and efficiency. Write for full details...you'll find ADLAKE representatives in most major cities.



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VOL. 127

NO. 1

July
1953

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THE AMERICAN School Board Journal

A Periodical of School Administration

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Tulsa gets an "A" in sound school planning

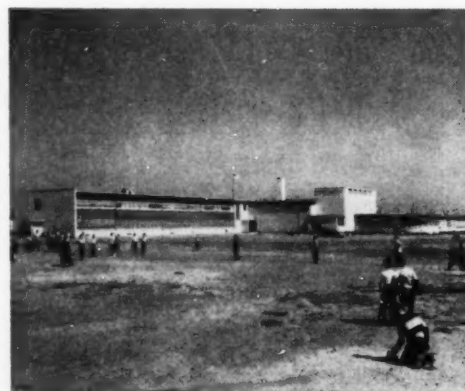


Popular Crane Rhodile lavatories of durable porcelain, enameled cast iron with 6" high back to protect the wall.

In Tulsa, Oklahoma, an alert School Board is expanding the city's educational facilities to keep pace with ever-growing enrollments. And Tulsa's new Alexander Graham Bell School is a study in modern school construction from its functional design to the use of quality equipment throughout the building.

Crane fixtures were specified because they are as modern in design as the new school building itself . . . because these fixtures permitted improvements in planning and solved important problems of space, maintenance and cost . . . and because Crane is the name that means reliability and permanence in plumbing, as every school board member knows!

When discussing your own building or renovation plans, let your Architect and Plumbing Contractor know your preference for Crane.



Alexander Graham Bell School, Tulsa, Oklahoma. Architects: Black & West; General Contractor: W. R. Grimshaw Co.; Consulting Engineers: Collins & Gould; Plumbing Contractor: Bearden Plumbing Co.

CRANE CO.

GENERAL OFFICES: 836 SOUTH MICHIGAN AVE., CHICAGO 5
VALVES • FITTINGS • PIPE
PLUMBING AND HEATING



Participants in Regional Study Conference, Charlottesville, Virginia.

Seated, left to right are: H. J. Camden, Amherst County School Board; Colgate W. Darden, Jr., president, University of Virginia; George W. Oliver, chairman, Department of Education, College of William and Mary; A. M. Jarman, professor of education, University of Virginia; and B. J. Chandler, assistant professor of education, University of Virginia. Standing, left to right, are: Thomson Colkitt, graduate student, University of Virginia; Jack F. Thomas, president, Virginia School Boards Association and member, Amherst County School Board; and Ira F. McDowell, graduate student, University of Virginia.

School Board Members Study Their Jobs *B. J. Chandler**

One of the crucial problems facing education today is the continued professional improvement of school personnel. There seems to be a growing feeling across the nation that carefully designed and executed plans for the in-service development of school board members is a part of this over-all challenge. Few would question the assertion that public school programs can be improved through systematic, comprehensive, and significant activities which will increase the board member's understanding of his duties, responsibilities, and authority. Unfortunately, equally few have found ways for successfully conducting these activities.

In-Service Programs for Boards

It is axiomatic that development of in-service programs for school boards is a complicated and difficult undertaking. The typical board member—generally credited with rendering the most unselfish kind of public service in our system of government—is faced with the necessity of finding the time for his regular business, occupation or profession while serving on the board. The problem is further complicated by the fact

*Assistant Professor of Education, University of Virginia, Charlottesville, Va.

(Continued on page 8)

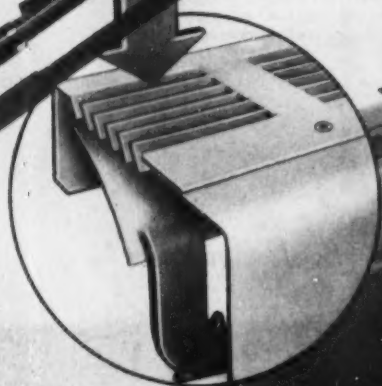


Leaders in the program of Regional Study Conferences discuss problems at a meeting in Richmond.

Left to right are: Dr. Robert F. Smart, president-elect, Virginia Association of School Boards and chairman of the Henrico County School Board; T. Preston Turner, Virginia Education Association; Blake T. Newton, president, State Board of Education and superintendent, Richmond-Westmoreland Schools; and Dr. B. J. Chandler, assistant professor, University of Virginia.

Mark of Leadership

Herman Nelson Leads . . .



**SPECIFICATIONS
FOR CLASSROOM COMFORT**
SYSTEM MUST PROVIDE FOR RAPID HEATING
... AIR FOR VENTILATION ... AIR FOR COOLING
... A MEANS OF RESPONSIVE CONTROL AND
PROVISION FOR TRAPPING THE WINDOW
DOWNDRAFT. THE SOLUTION IS FOUND
IN THE ABOVE DRAFT/STOP SYSTEM.

... in Engineering

Herman Nelson leadership in the field of schoolroom heating, ventilating and cooling, was achieved, to a large degree, by anticipating the ever-changing trends in schoolroom architecture... and by engineering the practical solutions.

THE PROBLEM

A few years ago, engineers in the heating and ventilating industry were faced with the problem of engineering, designing and then building a system of unit ventilation capable of trapping and controlling the downdrafts of cold air pouring off the much larger window areas used in modern classroom designs.

THE INVESTIGATION

Backed by many years successful experience building unit ventilators—Herman Nelson engineers tackled the task presented by the new, and still "modern" classroom designs.

During the period of investigation—many ideas were discussed and discarded. A few reached the planning stage. Still fewer were tried out. The search narrowed to three major ideas. From these three, one system, DRAFT|STOP, was selected.

The engineering department made its report in March, 1950. *This was before any of today's systems for controlling downdrafts were on the market!*

IDEA "A"—THE CONVECTION SYSTEM. This idea proposed the use of strip convectors, of limited capacity, placed in back of the cabinet, releasing heated air along the window at the sill.

The system worked, to the extent that it worked at all, only when the classroom as a whole needed heating. It failed to maintain control of the window draft—when *cooling* was required! This idea also increased installation costs without providing justifiable improvements in performance.

It was discarded by Herman Nelson engineers.

IDEA "B"—AIR DISCHARGED INTO PLENUM CONDUIT. This idea was a unit ventilation system that relied on the unit ventilator to discharge air into a plenum duct. Again *heating* was its prime function and it had the same weaknesses as the Convection System plus an increase in power requirements and in costs.

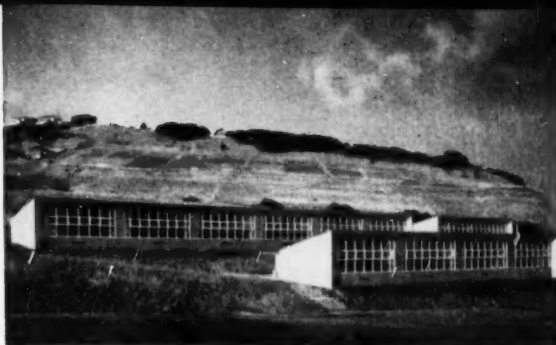
This idea was also discarded by Herman Nelson engineers.

THE SOLUTION

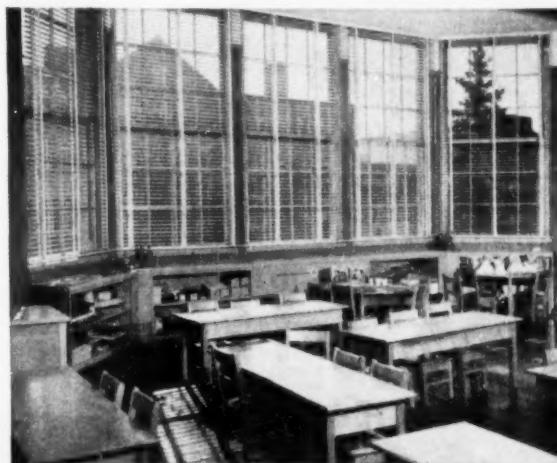
IDEA "C"—THE DRAFT|STOP SYSTEM. Here the fundamental weaknesses of the first two systems, were overcome. This system differs from all other types of schoolroom ventilation by intercepting the air cooled by the window *before* it has a chance to spill out into the classroom and cause drafts! Once captured, the cold air stream is never permitted to flow back into the room. And since the DRAFT|STOP system does not attempt to fight the cold downdraft problem by adding heat, *except when such heat is actually needed*—it works equally well under all conditions and at all times; permanently blanking out the downdraft from the window as a source of classroom discomfort.

DRAFT|STOP is the one system that offers a "perfect classroom climate" without drafts in any season—or in any part of the country. This system was introduced to the American market in September, 1950. Architects and engineers, the country over, have since put the "Mark of Leadership" on DRAFT|STOP by specifying and installing it in thousands of classrooms.

Write for complete information and Experience Reports to: Dept. AJ-7, Heating and Ventilating Products, AMERICAN AIR FILTER CO., INC., Louisville 8, Ky.



The SAN MATEO KNOLLS SCHOOL, San Mateo, California, sits snugly against the rolling California hillside which seems to emphasize the smooth modern lines of this new school. Architectural features include fixed vision-strip windows with a middle opening sash providing an open, picture window effect. All classrooms are North lighted. The DRAFT|STOP installation is in the popular Sahara-tan finish. Architects, FALK AND BOOTH, Consulting Engineers, DEANE AND HILL.



This is an interesting treatment of a bay-window utilizing filler sections and DRAFT|STOP end panels in the HENRY WADSWORTH LONGFELLOW SCHOOL, in Portland, Maine. Superintendent of Schools, HARRISON LYSETH; Architects, MILLER AND BEAL, INC.; Consulting Engineer, FELS COMPANY, INC.



THE Wm. M. KAEGEBEIN SCHOOL, Grand Island, N. Y., is a typical example of good modern one-story school architecture featuring glass block with vision strip windows and an interesting use of native stone which adds warmth and beauty to the building. School Principal, MISS VERONICA CONNOR; Architects, ROSWELL E. PFOHL; Consulting Engineers, BEMAN AND CANDEE; Mechanical Contractors, JOHN W. DANFORTH COMPANY.

DRAFT|STOP

TRADE MARK

HERMAN NELSON

SYSTEM OF CLASSROOM
HEATING AND VENTILATING

SCHOOL BOARDS STUDY

(Continued from page 5)

that many board members serve only one or two terms. Nevertheless, it should be kept in mind that "A prime duty of the school board member, and a fundamental necessity for his successful service, is to be informed as to his responsibilities and authorities and the way in which he can meet them."¹

The Virginia School Boards Association recognizes the importance of the preceding statement in its Constitution. One of the

four specific purposes enumerated in its Constitution reads:

To enable the public school board members of Virginia to form definite ideas of their duties and to formulate plans for the systematic and efficient performance of the same.²

The Association has also realized the necessity of translating this praiseworthy objective into a productive reality and is attempting to do so by utilizing varied procedures and resources. At a state-wide meeting of the Association in April of 1952 a plan of action was adopted. Basically, the plan called for the strengthening of the Association and the improvement of board member's services through

¹Virginia Association of School Trustees, *Virginia School Boards* (Richmond: The Association, 1948), p. 4.

²Constitution, Virginia School Boards Association, Art. I, Sec. 2.

**MORE ENGINEERING
MORE MATERIAL
MORE EXPERIENCE**

MAKE THE DIFFERENCE

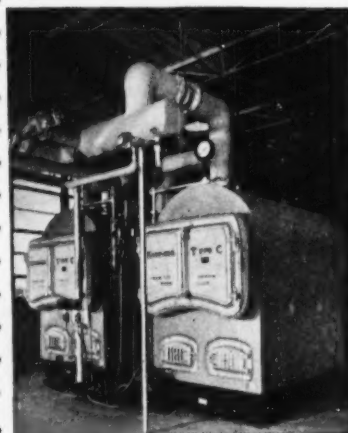
KEWANEE
STEEL BOILERS

What do we mean when we say More Engineering, More Material and More Experience? Simply this. Back of every Kewanee is more than 80 years experience in the designing and manufacturing of steam generating equipment for heating and power. Add the fact that more steel and more labor is put into a Kewanee and it is easy to understand why they are different . . . and better.

More goes into Kewanee Boilers, so owners can expect to get more from them . . . and they do.

This briefly is the reason Kewanee Boilers are such universal favorites and why they are chosen, year after year, for such important installations as the Casis School, pictured.

KEWANEE-ROSS CORPORATION
Division of American Radiator & Standard Sanitary Corporation
KEWANEE, ILLINOIS



CASIS SCHOOL, Austin, Texas
PAGE, SOUTHERLAND & PAGE
Architects
LANDAUER & GUERRARO
Mechanical Engineers
2 Gas Fired Kewanee Boilers installed by
BRADSHAW & PURYEAR



Serving home and industry
AMERICAN STANDARD • AMERICAN BLOWER • CHURCH SEATE & WALL TILE • DETROIT CONTROLS • KEWANE BOILERS • GOSI EXCHANGERS

regional meetings, state conferences, research activities, and publications. It is with the regional meetings that this article is primarily concerned.

Regional Study Conferences

Three organizations have co-operated in designing and initiating a program of regional school board conferences. The participating organizations are the Virginia Association of School Boards, the Virginia Education Association and the University of Virginia's School of Education. Almost all school boards in Virginia hold active membership in the Virginia Education Association. On its part, the University of Virginia, as a participant in the Middle Atlantic Region's Co-operative Program in Educational Administration, has made available for field work one half the time of an assistant professor and one fourth the time of a professor of education. These conditions have helped to make it possible for the three organizations to effectively co-operate in the development of the regional conferences.

The regional study conference program is based on the sound premise that board members can learn a great deal from each other. An effort is also made to keep them informed about significant research findings and practices in other states.

The program has developed along these lines. The state has been divided into six regions with 18 to 23 school divisions in each area.³ As of this date, four of the six regions are organized and effectively operating. Plans are already made to organize the other two areas early this coming fall. Thus semiannual study conferences will be available to each board member in the state.

The meetings in each area are planned around the problems and interests of board members. Complete programs are mailed out well in advance of each meeting. Although University of Virginia personnel co-ordinate the program, board members have the major leadership roles in the conferences.

The following is an example of a typical program:

THEME: SCHOOL BOARD ORGANIZATION AND OPERATION

6:00-7:00 — Dinner

7:00-7:10 — Welcome by President of the Association

7:10-7:35 — Report from University of Virginia faculty member on pertinent research findings and practices

7:35-9:20 — Group discussions. Each group led by board member

9:20-9:30 — Summary of meeting

Topics discussed at this meeting included: the primary function of the board, how to conduct an effective board meeting, the development and appraisal of board policies, closed vs. open meetings, the relationship of the board and other local governmental agencies. The discussion of each group is summarized in writing and mailed to each board member in the state.

Evaluation of the Program

Two devices have been employed to evaluate the regional study conferences. At the con-

³Divisions correspond to school districts in many states. There are 112 divisions in the state.

(Concluded on page 10)

THE TREND IS TO AWNING  WINDOWS

Everywhere! . . . in all 48 states, the demand for Ludman Special School Windows is increasing!

HERE ARE JUST A FEW OF THE
MANY SCHOOLS EQUIPPED
WITH LUDMAN WINDOWS . . .

Lafayette High School
Lafayette, La.

Plains Elementary
Plains, Texas

St. Catherine Parish Addition
Cincinnati, Ohio

Jamestown School
Jamestown, N. C.

Vineland School
Vineland, N. J.

James K. Palk Elementary
Oklahoma City, Okla.

Delmar School
Delmar, Iowa

Indian Springs School
Shasta County, Calif.

Grover Hill Public School
Grover Hill, Ohio

Norris High
Norris, Tenn.

Clinton High
Clinton, Tenn.

St. Joseph's School
Rock Island, Ill.

Riverside Township High
Riverside, Ill.

St. Procopius School
Wheaton, Ill.

St. William's Congregational
Janesville, Wisc.

Elk Run School
Elk Run, Iowa

Lewis & Clark School
Richland, Iowa

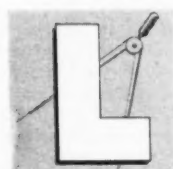
Francis X. McGraw School
Camden, N. J.

From Washington to Florida . . . Maine to California—more school board officials are demanding and architects are specifying Ludman Special School Windows. Here's Why! Ludman Auto-Lok windows give you complete all-weather window ventilation control! They open wider. They seal shut ten times tighter than generally accepted standards. Each vent locks automatically at all four corners when closed. They help air-conditioning and heating equipment to operate more efficiently. And equipped with the exclusive Ludman Control-Bar, Ludman Windows are the simplest, safest, easiest of all school windows to operate! They are made to withstand the severest kind of classroom abuse and give a life-time of trouble-free performance!



A: CONTROL-BAR . . .
Another Ludman first!
It's the simplest, safest
operating device ever designed!
So little effort is required, even
a child can operate it. No
maintenance . . . no
adjustment — ever!

B: SAFETY-LOCK . . . an
improved locking feature that
securely locks the bottom vent.



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Box 4541 Dept. ASJ-7, Miami, Florida

LUDMAN LEADS THE WORLD IN WINDOW ENGINEERING

school:

THE MILLER LEXINGTON fluorescent luminaire offers these important advantages:

LIGHTING—highly efficient with extremely low brightness for true visual comfort.

ECONOMY—easier, quicker installation, and low maintenance—*low overall cost* (of fixtures, installation and maintenance the *true cost*). Achieved by new engineering features. More for your school lighting dollars. Write for details.



DESIGN: Functional—clean, simple lines.



EASY 2-way lamping—1 ladder position.



STRENGTH: Rigid 1-piece steel louver.



THE miller COMPANY Meriden, Connecticut
LEADERS IN LIGHTING SINCE 1844

SCHOOL BOARDS STUDY

(Concluded from page 8)

clusion of each meeting, board members are requested to complete an appraisal sheet which is in the form of a check list. On the basis of the answers, the meeting itself can be evaluated.

A second device is a standing request for board chairmen to write a brief statement describing any idea or practice that his board has actually employed as a result of a study conference. Two examples of statements made in answer to this request are as follows:

As a direct result of our participation in the first regional study conference, our board is now making an intensive study of policies looking toward written compilation of board policies. We are also in the process of revising our teacher contracts. The board and superintendent have also put into practice the plan of having a definite agenda sent to each member in advance of the regular meetings.—*Amherst County School Board*.

We now receive a copy of all bills to be paid along with the minutes of the previous meeting and an agenda for the forthcoming meeting.

At our meeting (regional conference) we discussed at some length the subject of having an independent audit of internal funds. Since that time I have had reason to see why it is very necessary.

The material on board policies and regulations has been helpful and we are slowly working on a booklet containing our policies.—*Orange County School Board*.

Some Expected Outcomes

The success of the regional study conferences thus far have been truly gratifying to all concerned. Superintendents of schools have enthusiastically endorsed the program and many of them actively participate in it. Board members seem to feel that the informal personal contacts, the interchange of ideas, and the discussion of practical problems are both informative and motivating.

It seems reasonable to expect continuation of the pattern of successful and significant semiannual study conferences in each of the six regions of the state. If this prognosis is correct, the conferences should continually improve the quality of the service rendered by board members. The program should strengthen the State Association because it increases the virility of its component parts. Successful development of this program should eventuate in systematic research activities supported financially by the school boards. The final end product should be improved programs of education in Virginia's public schools.

SCHOOL PLANNING CONFERENCE

A conference on school planning construction and costs was held April 25, in the board of education building, Los Angeles, Calif. The conference was sponsored by the Construction Industries Committee of the Chamber of Commerce and included talks on school survey procedure, on the Field Act and its Application, on the school board's part in the selection of architects, on the architect's part in the preparation of working drawings and specifications, on the contractor's part in construction types and relative values, and on professional compensation—how much and why.



Daylight Walls of Thermopane at Holy Ghost Fathers Seminary, Ann Arbor, Michigan. Architect, Charles D. Hannan, Farmington, Michigan.

How to get spaciousness without buying space

The space in your schoolrooms can be measured in feet and its cost in dollars. But spaciousness is a feeling, and you can get it without enclosing unneeded space or spending extra dollars. See how this has been done in the room above. The clear glass Daylight Wall stretching from sill to ceiling opens the room into the world beyond.

Notice how the room is flooded with natural daylight. This cuts down on glare and contrast which cause eye discomfort. And it saves on illuminating costs. Daylight Walls are economical to build (no masonry, lath, plaster or paint), economical to maintain (glass is easy to clean

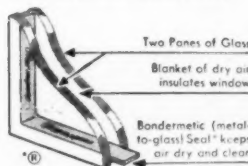
and doesn't wear out). In the box below, you'll find facts on *Thermopane** insulating glass which cuts heating costs and adds to indoor comfort in winter.

But most important, a Daylight Wall helps children to be happy; to see and enjoy the trees, the sky, the seasons. It banishes the cooped-up feeling that comes with walls that you can't see through.

If you'd like to read more authoritative facts on school lighting and construction, write for a copy of the booklet *How to Get Nature-Quality Light for School Children*. Libbey-Owens-Ford Glass Co., 4073 Nicholas Bldg., Toledo 3, O.

* R

THERMOPANE QUICK FACTS



Two Panes of Glass

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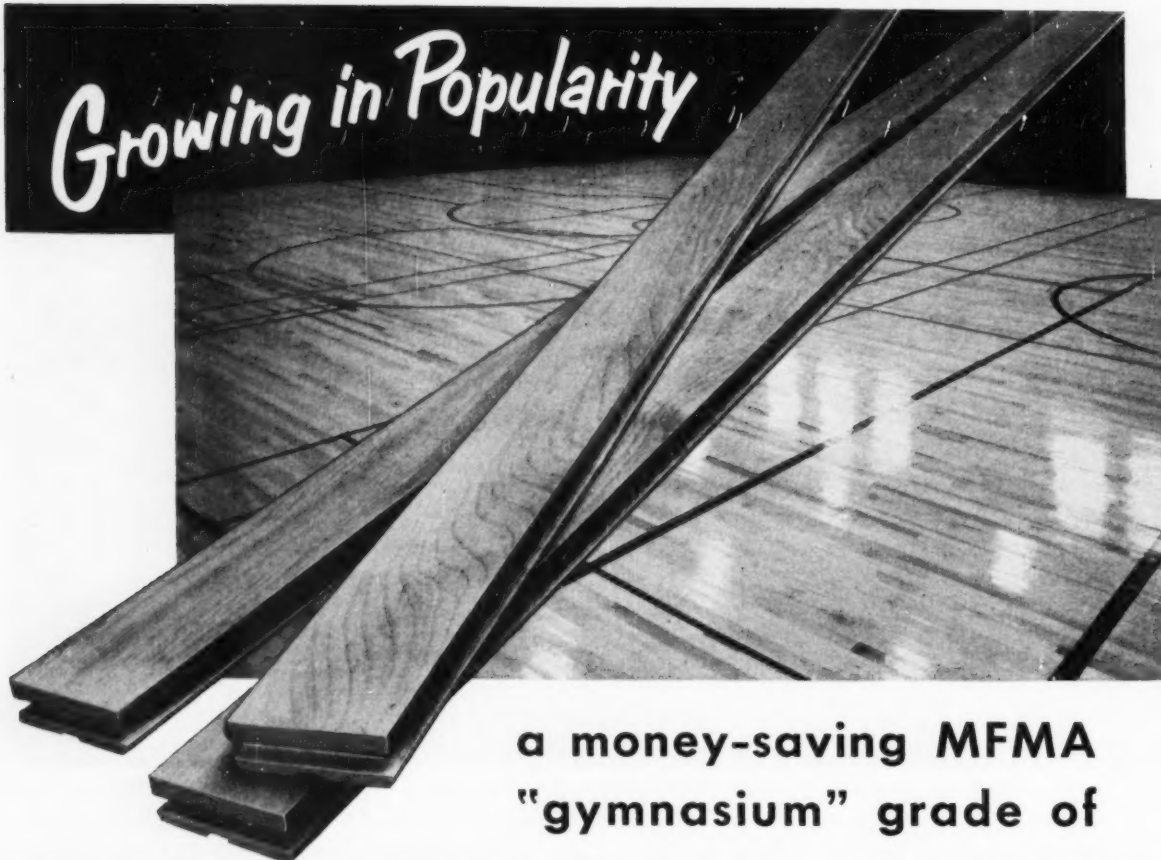
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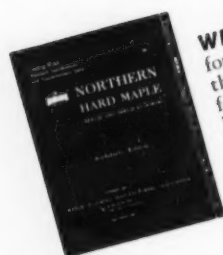


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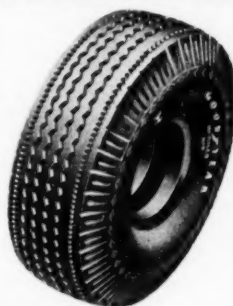
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Q. What do the initials "CBM" stand for?

A. "CBM" stands for CERTIFIED BALLAST MANUFACTURERS. Nine of the country's leading manufacturers of fluorescent ballasts comprise the CBM group.

Q. What does "CERTIFIED" mean?

A. It means that ballasts carrying this diamond-shaped shield have been built to rigid specifications designated by CERTIFIED BALLAST MANUFACTURERS. It means that Electrical Testing Laboratories, Inc., has periodically tested these ballasts and found they meet or exceed the exact specifications designated by CBM.

Q. What's the need for specifications?

A. Ballasts are the heart of fluorescent lighting. CBM specifications make certain the ballasts provide best possible performance for the lamps they operate.

Q. How do CERTIFIED BALLASTS benefit you?

A. When fluorescent lamps do not perform in accordance with published ratings, low quality or improperly designed ballasts may be the cause. However, most lamp manufacturers waive this possibility if the ballasts involved are CERTIFIED.

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CBM specifications protect the public interest because they provide:

FULL LAMP LIFE	RATED LIGHT OUTPUT
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Participation in the CERTIFIED CBM BALLAST program is open to any manufacturer who complies with the requirements of CERTIFIED BALLAST MANUFACTURERS.



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The School Board Meeting— Content and Spirit

Orrin D. Wardle*

There is no function of government more important and closer to the ideals of American democracy than the trusteeship exercised by local school boards. Even as concerned as the Puritans were with livelihood, religion, and government, they said, according to a quotation carved on a gateway at Harvard University, that after those things, "One of the next things we longed for and looked after was to advance learning." Jefferson stated the mood of the founding fathers in a letter to Madison, "Above all things, I hope the education of the common people will be attended to; convinced that on this good sense we may rely with the most security for the preservation of a due degree of liberty." In the mid-nineteenth century, Lincoln's statement illustrates the continuance of this basic conviction, "Upon the subject of education I can only say that I view it as the most important subject which we as a people can be engaged in." Out of this foundation of recognition, today we still hold, in the words of Walt Whitman, to "this doctrine or theory that man, properly trained, in the sanest, highest freedom, may and must become a law, and a series of laws, unto himself."

It is the work of the schools of America to develop self-realizing men and women and community-worthy citizens out of the children of America.

The responsibility for carrying on the educational traditions of America, for getting the job done in each local community, is placed in the hands of the school board. This is a trusteeship of the highest order and expectation. In the school board rests the hope of the local community, of the

entire nation, for the improvement, broadening, and preservation of democracy and for the personal adequacy of its citizens.

Understanding Program and Problems

It is certain that each community, if only for selfish love of its own, will elect citizens of ability, public spirit, honesty, fairness, and courage, to its school board. It will elect men and women whom the community respects. However, too few of us realize and still fewer admit that the school board members come to their positions inexperienced, untrained, and to a degree uninformed in the business of education. Though they will be controlling what is generally the biggest business of their community, they will, at least originally, be ill-equipped to do the job. If they are wise, and in the overwhelming majority of cases they are, they will early realize it is not their job to operate the schools but rather to see that they operate.

To operate the schools, the school board will elect a superintendent. The school board members should realize that this is possibly the most important function they will perform, and the character and competency of the individual they select will in large part determine the quality of the school program that develops. The school board very deliberately should elect a candidate who will not only merit their respect but also that of the school staff and the community.

The school board must then become acquainted with the content and problems of the educational system. The members can read educational literature, attend educational conferences and meetings, and talk with fellow citizens, but the school board's most reliable, complete, and pertinent information will come through the superin-

tendent. The school board will use its superintendent and its board meeting as vehicles to understand the program of problems of the school system and to see that it operates.

Utilizing the Superintendent

The school board should require its superintendent to attend each of its meetings except when his own employment or salary is being discussed. The relationship of the school board to the schools should be through the superintendent in these meetings. As is proper, it may have left the supervision and administration of the school system under his jurisdiction, but through the medium of their relationship in the board meeting it will hold him to a strict account for the system's successful operation.

The school board should expect the superintendent to bring the record and problems of the school system to it. Reports of financial and student accounting will be necessary, should be understood by the school board, but should engage a relatively small amount of the meeting time. This can be accomplished if the superintendent provides copies of such reports for the board members prior to each meeting. It is important that the reports be prepared with clarity and adequacy. Prepared in such a manner, they can eliminate much of the time usually given in meetings to the mechanics of accounting. The members can study them at their leisure, and the only reference necessary to them in the meetings will be the members' questions for clarification and superintendents' comments for explanation and for indication of special problems or achievements. Thus the time of the meeting can be reserved for the more important business of the board.

*Superintendent of Schools, Moreland, Idaho.

NOTE: The previous article by Dr. Wardle was published in the May issue of the JOURNAL and discussed the mechanics of school board meetings.

The superintendent should apprise the school board of the school system's problems. He should inform it of problems growing out of present policies and also the need for new policies or the revision or abolition of old ones. The board should utilize the superintendent as a professionally trained and experienced counselor, recognizing that he not only commands administrative skill but that he is acquainted with basic policies needed to run a school system. The board should draw upon the knowledge he has gained through study, experience, and observation of other as well as its own school system. He should provide the board with professional "know-how" in reference to the problems of the system. He should be able to tell it the effect of a difficulty or problem and various suggested solutions upon the students, how the teachers will react, what costs are involved, and the relationship of the problem and the suggested solutions to the statutes of the state and nation and to the other policies of the local system.

The school board should expect him to back up all his presentations of problems and counsel with facts. Many of these facts will be brought out in the problem's current discussion. The majority and probably the most valuable of them will have reached the school board in previous meetings or gone out to the members in various types of mailed reports. All these reports should be clear, brief, and to the point. They should keep the individual members up to date on school news. The important thing for the school board is to expect the superintendent to have the facts, for the board to hear the facts, and for the board to make its decisions in terms of the facts.

School board should not only allow, but it should require, the superintendent to use the staff and employees of the district to gather the facts and formulate the recommendations that come to it. The board should expect to profit by willingly accepting facts and recommendations growing out of the firsthand knowledge and skill of principals, teachers, custodians, bus drivers, and so forth. Generally this assistance will be channeled through the superintendent, but, when he sees the need, the board should willingly accept the presence of these individuals at its meetings.

Utilizing Other Assistance

Every school board knows that from time to time it must bring into its meetings the specialized assistance of lawyers, architects, engineers, outside educators, and so forth. Often, however, a board forgets the valuable source of assistance residing within the individuals and groups of the local community. The doors of the meeting should always be open to the public except in special circumstances, and the ears of the members should ever be open to the public's constructive comments. Only in this manner can the school board be sure

of the community's understanding and support of the school program. The school board should not only tolerate, but it should encourage, individuals and groups to attend the meetings and, under rules of order, make advisory contributions to the discussion of current problems. The school board should also accept the original presentation of proposals and recommendations from the same source and submit them to the usual procedure of fact finding, open discussion, professional advice, and majority decision.

Policy Making

As the central mind and agent of the community in the control of the school system, the school board should use all the guidance resources at its command. Out of all these sources and through the free and open discussions of its meetings should generate the highest service a school board has to render—policy making. If the resources have been adequately and properly used, the policies determined will generally promote the primary purposes of education. It is true that all decisions will not be unanimously made and will not always follow the recommendation of the superintendent, of other individuals or groups. However, the meeting is no place for petty bickerings and quarrels. Personal animosities have no place where the highest of motives should guide and the highest standards of conduct should control. Never should a meeting be clouded by selfish interests or consideration of personal profit, prestige, or friendship. The meetings should always be guided by high principles and motives. Dealing as its work does with the training of youth, school board meetings should scrupulously set examples of correct methods of group action, individual conduct, and public spirited tolerance.

The school board cannot, in a proper sense of responsibility, evade its obligation, as a trustee of the community's schools, to determine what shall be done in those schools. It must be careful in making its decisions to protect the school system from disadvantageous pressures or interests of individuals or minority groups. Likewise, it must be on guard against excess professional enthusiasm on the part of its superintendent and staff.

The school board in its meetings acts as a synthesizing agent of the community with regard to the schools. It is not intended that board members will not differ in their opinion or that they should not give publicity to their differences. Board members, in the exercise of their trusteeship, have an obligation to courageously and frankly voice their opinions relative to the evidence and the final disposition of a problem. Such differences might, if the problem is not pressing, delay the decision, arouse more community discussion, and bring about a definite decision one way or another more in tune with the

majority attitude of the community.

Once a policy is determined, once it is turned over to the superintendent and the staff to determine how it will be carried out, the school board both collectively and individually should support its execution. A good practice puts these policies into writing, organized into a handbook for the guidance of the superintendent and the staff in execution and for the reference of the board members in relation to future policy decisions.

Evaluating Policy

The school board meeting will always be looking to the future. Constantly the question should arise, "How can we make our schools better?" Even as this looks to the future so too does it refer to the past. This means that the school board in its meetings, generally at the recommendation of the superintendent, will be appraising its policies. It will continually be asking itself and especially its superintendent, "How is our educational program going; how well is our school system doing?"

Using all its resources of staff and community, it should spend much of its meeting time answering these questions. The school board should not be any more arbitrary in its appraisal capacity than in its policy-making capacity. Neither whim, fancy, nor pressure should move the school board in its meetings to hurried changes of policy or personnel. Hasty, unthinking, unfair, or unnecessary changes of policy are extremely upsetting to a school system. There should be staff, student, and community security in a continuity of policy only changed by the same careful, fact-based, ethical procedure that originally brought the policy into being. There should also be security in the knowledge that the school board is alert to the need for change when such need arises.

In Conclusion

Making and evaluating policy—deciding what to do—should be the main content of a school board meeting. The myriad details of executing that policy should be eliminated from the meetings and placed in the hands of a professionally capable superintendent and his staff.

The school board will sense its function as the trustee of the schools and the central educational mind of the community. It will operate only as a unit in session, always acknowledging the place of established facts, professional counsel, democratic participation, and respect for the just rights and hopes of all the community in arriving at its decisions. It will realize that only through its meetings—with their proper content and spirit—can it build the schools of its community and contribute to the improvement, broadening, and preservation of American democracy wherein the citizens may develop and enjoy the fruits of their personal adequacy.

Greater Initiative Called For by School Board Associations *Edward M. Tuttle*

It is not my wish to be an alarmist. Nor am I by nature a pessimist. But I am convinced by all the information that crosses my desk and by my personal contacts in many places that the public schools of this country are still losing ground in the face of present necessities.

It is clear to me that the warnings most educational and some civic leaders have been sounding for the past five or six years have fallen in greater part on deaf or unwilling ears. Gains have been made in places, of course, but not enough in sum total to maintain the status quo of American public education, let alone to advance it. This bodes ill for the future greatness of our country.

Too Little and Too Late

The situation is going to be much worse before it can finally be remedied, and striking evidence of this will be provided when schools open this fall. Then will come a new wave of 1½ million first graders to swell the already overburdened facilities of a majority of our local school systems. There are not enough classrooms. There are nowhere near enough qualified teachers. There are not enough tools of learning. And basic to all these, there is not enough money provided for schools. Why?

It cannot be said that in this country there is any shortage of money. The United States has never been so prosperous. Here we enjoy the highest standard of living the world has ever known. The average American is better housed, better clothed, and better fed than the average citizen of any other country on the globe. He has more comforts and more luxuries. He works fewer hours for higher wages. He has more money invested in real estate and in stocks and bonds. He carries more life insurance. He has more money in savings bonds and banks. He does not hesitate to buy whatever touches his fancy, as witness the billions spent almost overnight for television sets and installations.

If, under such conditions, the public schools are starving for the means to provide an adequate educational diet for our children and youth, there must be some fundamental reason. What it comes down to is that, although we have the money to pay for what we want, too few individuals and communities have shown convincingly that they want to maintain and

to improve public school facilities for the children and youth of today.

The deficiencies in school facilities and support have accumulated until countless thousands of children are going to be short-changed in the next few years of the education to which they are entitled. I do not believe that this is what the majority of American citizens wish to have happen. But they simply cannot seem to be aroused to action before the solid fact hits them in the face. By that time it is going to be too late for one whole generation of children who cannot wait to grow up until their elders wake up.

The Situation in the States

This has been a legislative year in most of our states. Once again, education has taken a beating in too many places. Anything like adequate provision for state support of public education is the exception, not the rule. In state after state, bills to increase state aid for current expenses and for school plants, to liberalize tax and bonding limitations, to adjust assessment inequities, and to enact numerous other measures designed to strengthen the public schools have gone down to defeat. Why?

A study of the messages of governors to their respective legislatures reveals that with very few exceptions the states are in sound financial condition. Most of them have little funded debt. Many of them have current surpluses. But it is politically expedient and popular right now to avoid any increases in state taxes. So the game has been to take the income that is anticipated under present tax laws and divide it up among all the state services, each of which, including the schools, is clamoring for more, because of three basic reasons: (1) curtailments during the depression and war decades; (2) increases in the constituency to be served; and (3) the rising level of costs due to inflation. In this game of snap-the-whip, the schools are usually at the tail end where the going is roughest and the chances of success are least.

At the same time, there is mounting criticism that the Federal Government is taking too large a share of the American tax dollar. Not so many years ago, approximately 80 per cent of our taxes went to local and state governments; today the reverse is true — 80 per cent goes to the

Federal Government. Yet many citizens oppose the idea that some of this federal money should come back to the states for educational purposes because they fear that would mean federal control. They insist that federal taxes must come down so that state and local taxes may go up without adding to the total burden on the taxpayer. But federal taxes have not come down and no one can say when they will. Nor is there any guarantee that if and when they do, taxpayers will not simply insist on pocketing the saving without meeting the necessities of public services close to home, like those of the public schools. How then are the schools ever to secure adequate support to do the job they are intended to do in our America?

Some Concrete Examples

1. "If there had even been one lay citizen — a businessman — to testify in support of the need for school buildings it might have changed the vote." So spoke the legislative chairman of a state education association to the leaders of the state school boards association and the state P.T.A. A bill to extend the limit on bonded indebtedness from five to ten per cent had been up for hearing in a state senate committee. The representatives of the administrators and teachers were accused of promoting needless expenditures and their own self-interest. The vote in committee was a 4 to 4 tie. The chairman broke the tie by voting "No," and the bill died. Two more years must go by before this state can hope to raise money enough to build the needed schools. "We've gone as far as we can go alone," concluded the education association representative. "The public will have to help." Perhaps if the state school boards association had been strongly represented in this hearing, the story might have been quite different.

2. Writing in his monthly *Bulletin* for April, the president of another state school boards association had this to say: "The action, or inaction, of the legislative session just concluded seems to me to be inexplicable. . . . I do not wish to be vindictive or unfair. I am puzzled, hurt, and disappointed. Perhaps I am too naïve and should not have expected our representatives, senators, and the governor to keep simple faith with 300,000 school children

and the school boards of our state." After a complete review of the facts of the situation, this state president concluded as follows: "We and the people of our great state must face realities and make a choice. We must decide what we want for our children and our children's children educationally. And then we must make a strenuous effort to see that our decision becomes a reality. In this endeavor, school boards must show leadership, but the job is much too large for school boards alone. Every organization interested in education including the very effective State Education Association and the P.T.A. and others would have to work untiringly. . . . Frankly, I again admit that I do not know the answers. But I do know that our responsibility, as school board members of the State of —, is to make proper provision financially and otherwise for the education of our children. Therefore, I am convinced that we must find the answers, and prepare for whatever action is necessary to guarantee the fulfillment of our obligation." Here is a rallying cry that should bear fruit another year.

3. Speaking before the annual meeting of a state school boards association last winter, the chairman of the State School Aid Commission, and a board member himself, had this advice to give: "While it is true that there is general acceptance of the Commission's plan by the people of —, I must be frank with you and report that such acceptance is a long way from the legislation needed to make it effective. If this program to broaden the base of tax support for schools is to become a part of the state tax structure, then you board members, you school heads, and others who understand the problem firsthand must now take the initiative and put your case before the people of your communities, the representatives in the legislature, and the governor. . . . As you know, in spite of its professed interest in public education, the State Taxpayers Association has opposed our program of State Aid from the beginning. . . . I would suggest that you look over the sixty members of the board of directors, who I think we can assume support the Taxpayers Association and control its policy. If any of them live or work in your community, I would suggest that you invite them to sit down with you to discuss your local cost of education, your program, and your problems. . . . I'd like to see you people do that. You can do it at the local level; nobody on the state level can do it. . . . The people of this state have charged you with the responsibility of protecting their schools and educating their children. The youth of this state will hold you responsible if you give them a second-class education. But if you as board members fight for our schools, the battle can be won." At present writing, the battle in this state is still going on.

NOW AS THEN—WHY?

Fellow citizens, why do ye turn and scrape every stone to gather wealth, and take so little care of your children, 'o whom one day you must relinquish it all?

—SOCRATES (468–398 B.C.)

If you reject the idea that here in prosperous, powerful twentieth-century America we also take too little care of our children, why not face the facts? Consider the decline in wholesome family living and the mounting record of juvenile crime and delinquency. Consider the number of children who spend their school days in obsolete or unfit buildings, without adequate playgrounds, without needed facilities and equipment. And the number assigned to double or triple shifts, or to classes too large and too crowded to permit attention to the individual needs of each child. And the number who, because of the growing shortage of qualified teachers, are receiving a substandard education. In brief, consider how small a percentage of our fabulous national income we spend to insure in the nation's children those qualities of body, mind, and spirit which they must have to lead worthy and useful lives and to keep America strong and free. These things being true, what is your answer to the question, Why? —E. M. T.

Over and over, in state after state, similar situations have arisen in recent months, and bills providing for increased aid and the advancement of public schools have been killed in committee hearings or voted down in legislative sessions. Competition by other groups for the tax dollar; unrelenting lobbying by selfish interests that will deny children the right to an education to save themselves a few dollars; lack of laymen outside the educational profession to insist that the public schools must be more adequately supported—these are important factors that have spelled defeat. Two years hence it will happen again unless someone is on hand to express in decisive terms the public insistence that the schools be properly supported.

School Boards Must Exert More Leadership

The logical agencies to enlist and insure support for public education are the school boards associations in the several states. They carry the combined responsibilities of all their local member boards to see that schools are maintained at sufficient strength to give every child a decent place to go to school in, the best possible teachers to instruct him, and the needed equipment and supplies with which to work. Before America pays too high a price for

its neglect, school boards must take the initiative in leading their communities and states to provide better school facilities.

In a local district the board of education has a leadership function in making certain that all the people of the community are thoroughly acquainted at all times with the facts concerning school conditions. This extends beyond the current resources in finances, buildings, teachers, equipment, and courses of study, to the anticipated needs two, three, five, or even ten years hence. It takes time to prepare qualified teachers and to acquire sites and erect buildings. Many communities are changing rapidly both in total population and in its distribution within the district boundaries. In increasing numbers, districts are being combined into larger units for greater administrative and financial efficiency. Much planning ahead is required under all these circumstances, and a school board needs the informed and active support, not only of parents, but of citizens and taxpayers generally.

It is a wise board, therefore, which uses every channel of communication to establish and maintain effective public relations. These include the press, the P.T.A., community groups, citizens' study and advisory committees of all kinds, and the contribution of the school staff, professional and nonprofessional, to the growth and happiness of the children of the community. No board should wait until it is forced to take a defensive position in the face of uninformed or unfriendly criticism. At all times it should keep the initiative.

The same thing holds for school boards associations on the state level. In fact, it will be largely through the exchange of ideas and programs in state and regional meetings that local boards will gain the confidence and the courage to exercise the desired initiative. But in the matter of the general advancement of public education, state wide, much of which depends on legislative enactments, the school boards associations can and should take the lead in rallying the support of all interested agencies. Chief among these, to begin with, will be the State Congress of Parents and Teachers, and the State Education Association. These "big three," working together, can easily become the nucleus around which other groups of educators and lay citizens may concentrate their co-operative efforts in behalf of the schools. This pattern is being followed in an increasing number of states with more or less beneficial results. It should be used in every state, and school boards associations should build up their membership and organizational strength until they become one of the strongest links in this chain of school support. No group can speak with less prejudice and with a greater "voice of authority" in behalf of public education than can the school boards. It is time they learned their combined strength and used it to meet the present emergency.

A CREED FOR SCHOOL BOARD MEMBERS

The present statement is a summary of written replies received by the Epsilon Field Chapter of Phi Delta Kappa to an inquiry sent to representative school board members and superintendents of schools in the state of California. Publication is made possible through the courtesy of Dr. Emery Stoops, national vice-president of Phi Delta Kappa, and the sponsoring Chapter.

As a Member of the School Board

- I will listen.
- I will recognize the integrity of my predecessors and associates and the merits of their work.
- I will be motivated only by a desire to serve the children of my community.
- I will recognize that it is my responsibility together with that of my fellow board members to see that the schools are properly run—not to run them myself.
- I will work through the administrative employees of the board—not over or around them.
- I will recognize that school business may be legally transacted only in open meeting legally called.
- I will not “play politics”!
- I will attempt to inform myself on the proper duties and functions of a school board member.

In Performing the Proper Functions of a School Board Member

- I will deal in terms of general educational policies.
- I will function in meeting the legal responsibility that is mine, as a part of a legislative, policy-forming body—not as an administrative officer.
- I will consider myself a *trustee of public education* and will attempt to protect and conserve it.

In Maintaining Desirable Relations With Other Members of the Board

- I will respect the opinions of others.
- I will recognize that authority rests with the board in legal session—not in individual members of the board.
- I will make no disparaging remarks in or out of meeting about other members of the board or their opinions.
- I will recognize that to promise in advance of a meeting how I will vote on any proposition which is to be considered is to close my mind and agree not to think through other facts and points of view which may be presented in the meeting.
- I will make decisions in board meeting only after all sides of the question have been presented.
- I will discourage the use of standing committees and insist that all members of the board participate fully in board action—delegating detail matters to administrative employees.
- I will insist that special committees be appointed to serve only in an investigating and advisory capacity.
- I will consider unethical and will thus avoid “star chamber” or “secret” sessions of board members held without presence of the school administration.

In Meeting My Responsibility to My Community

- I will attempt to appraise fairly both the present and the future educational needs of the community.
- I will attempt to procure adequate financial support for the schools.
- I will interpret to the schools as best I can the needs and attitudes of the community.
- I will consider it an important responsibility of the board to interpret the aims and methods of the schools and the materials used in them to the community.
- I will insist that business transactions of the school district be on an ethical, open, and above-board basis.
- I will not buy for personal use at “school” prices.
- I will not consider a position on the school board as a stepping stone to political power.

In Working With the Superintendent of Schools and His Staff

- I will hold the superintendent of schools responsible for the administration of the schools.
- I will give the superintendent of schools authority commensurate with his responsibility.
- I will expect the schools to be administered by the best trained technical and professional people it is possible to procure.
- I will elect employees only on the recommendation of the superintendent.
- I will participate in board legislation only after considering the recommendation of the superintendent and only after he has furnished complete information supporting his recommendation.
- I will expect the superintendent of schools to keep the board of education adequately informed at all times through both oral and written reports.
- I will expect to spend more time in board meetings on education problems and procedures than on business detail.
- I will give the superintendent of schools friendly counsel and advice.
- I will refer all complaints to the proper administrative officer or insist that they be presented in writing to the board as a whole.
- I will present any personal criticisms of employees to the superintendent.
- I will provide adequate safeguards around the superintendent and other personnel so they may perform the proper functions of education on a professional basis.

Better School Board Purchasing Policy

Harry F. Daum*

The purchase of school equipment and teaching supplies provides an important opportunity for school executives and boards of education to render an important service for the efficient conduct of the schools.

Unfortunately, the purchasing policies of some boards of education give the superintendents of schools and teachers just cause for complaints. These complaints are based on three common mistakes: (1) Some boards insist that purchases be limited to local merchants without price and quality considerations possible in a larger market. (2) Immediate needs only are considered even though larger purchases would enable the schools to enjoy price reductions for quantity purchases. (3) Articles are bought which are not suitable for teaching purposes because individual board members overlook the experience and judgment of the school executive and the teachers.

A whole series of complaints come from taxpayers in whose opinion the boards are spending money too freely, either because they are paying too high prices for goods, or because some board member is obtaining a personal "rake-off" on school business. The usual complaint of teachers is that the supplies and equipment bought for use in the classroom include items which are not the right kind, or that there are not enough articles to do a good job of teaching. The teacher who does not have the right supplies and equipment with which to work is in much the same position as a skilled workman would be without good tools. It is surprising how many teachers make out as well as they do considering the handicaps under which they operate.

Challenges to Be Faced

It seems to the writer that school board members ought to be willing to face squarely the challenges made in the foregoing complaints. It is the responsibility of the board of education to provide for all children of the community the best education that the community can afford. There is no doubt that today, perhaps as never before, there is a need for real economy. Any practice by the board which results in the payment of excessive prices or the purchase of inappropriate supplies and equipment is a waste of money which no board can afford.

*Secretary, Board of Education, Abington, Montgomery County, Pa.

What can the conscientious board member do under the circumstances to meet complaints of the type mentioned, and still work within a limited budget? There is an answer which seems to have been overlooked in much of the current literature dealing with school board problems.

It is suggested that school boards establish in the written records of the board a series of policy statements which will govern the purchasing practices to be followed in the district. Once established and made a matter of record, the policies can and should be adhered to. If they are well thought out and discussed to begin with, they should be workable, and they will certainly result in better purchasing and fewer complaints. The idea that boards ought to establish purchasing policies is not a new one, but its soundness has been overlooked too frequently.

It is proposed that the policies should deal with the broader aspects of purchasing. Practical details need to be worked out once the policies are established. Such policies as are proposed in this article will be just as appropriate in the smallest school district as in the largest.

And these policies, once established, ought to be reviewed from time to time so that new board members and new personnel will be fully acquainted with the reasons for their adoption. In some states the State School Code deals with school district purchasing and sets up legal limitations. Policies adopted by local boards necessarily will supplement the statutes where these exist. In any event, the local rules and policies must incorporate, either by mention or by inference, the applicable portions of the state school code.

Suggested Purchasing Policies

Some successful policies are set forth below. The list is not meant to be exhaustive, but merely suggestive of areas in which problems arise which boards ought to be prepared to solve. The sequence in which the suggested policies are presented is not meant to indicate their relative importance.

1. *Board members will derive no financial interest whatever from purchase of goods or services for school use.*

This is a long-established principle of law in America and goes to the heart of the representative process in our government. Elected representatives must be trusted to serve the public interest rather

than their own. If they cannot be so trusted, the entire process of representative government breaks down. There is no point in our community life in which this emphasis is greater than in connection with the public schools which mold the future citizens of this nation. The integrity and honesty of board members should be above reproach.

2. *All purchases will be made in strict conformity with legal requirements as set forth in the State School Code, and no attempt will be made to evade the provisions of that code.*

A number of the State School Codes establish fairly specific prohibitions and requirements governing the purchasing of school supplies and equipment. Courts have uniformly determined that attempts to evade those provisions are illegal. However, since the local boards are not under strict policing, evasions frequently occur which are never brought to the attention of a court. While admittedly illegal, such evasions are not always to the disadvantage of the local community. Nevertheless, they cannot be defended as part of a sound purchasing system.

Where the State School Code does not set up restrictions and proscriptions governing school purchasing, the local board might well review code provisions in other states and the legal principles enunciated in court decisions, and establish locally those acceptable principles which seem to be the best and most appropriate for sound purchasing.

3. *School supplies and equipment will be purchased in the widest possible market consistent with the ability of the supplier to furnish goods and services as needed at the most reasonable prices.*

The policy of restricting purchases to local merchants may appeal to some board members because it keeps the tax dollars within the community. If, however, the practice provides local merchants with an opportunity to charge prices which are higher than could be obtained by competitive bidding outside the community, the net effect is that the local taxpayers are paying a premium to the local merchants.

In the long run, this is a waste of dollars that could otherwise be used to educate the children of the community. The argument that the local merchant is entitled to a little "gravy" because he pays heavy taxes is quite often the opposite of the truth. In any event, the school board

ought to provide an opportunity for the citizens of the community to judge whether or not this policy is to be adopted.

This opportunity can be provided in a comparison of the bids submitted by local merchants against those submitted by merchants outside the community. If there is no difference in price, local purchasing may be the best thing. If, on the other hand, there is a difference in price, such difference may not be great enough to overcome the advantages of local service as opposed to service outside the community which is possibly less dependable. Frequently, however, local merchants are not set up to supply the specialized needs of the schools, whereas outside vendors are, particularly those specializing in the manufacture or wholesale distribution of school supplies and equipment. In such situations, the price differentials are substantial and local purchasing is a waste of money.

Educational Use First

4. School supplies and equipment will be purchased only after careful consideration of the need as pointed out by the appropriate administrative officials and teachers of the school system.

Every effort should be made to purchase the items which will best fit the needs of the school district in the judgment of the proper administrative officials and teachers.

This policy provision goes to the heart of many of the purchasing difficulties that exist in the school systems of the nation today. Vendors of school supplies and equipment realize the tremendous market that is available from the growing school population of the nation. They have consequently expanded their efforts to provide items at all price levels to meet whatever competition they must face from other suppliers as well as to meet all kinds of false economy moves that they have encountered in dealing with local boards.

High Pressure Selling

High pressure sales techniques are not used by reputable suppliers who are represented by salesmen trained to provide reliable advice as to what should be purchased. The local school district is still responsible for an intelligent appraisal of the facts before purchasing. School administrators and board members who are impressed with cheapness in initial cost rather than economy in the long run are likely to find immediate satisfaction in their purchases; disappointment comes later when maintenance costs mount.

There are, for example, literally thousands of products on the market which are supposedly designed to aid in the care and maintenance of school buildings. Many of these products represent thinly veiled attempts on the part of vendors to cheat the school district for the sake of a profit. The



many reputable products on the market must compete with these slipshod items, and consequently the local school officials may feel at times that they are in a "no man's land" where every man's word is worthless.

However, the professional literature is still the guide which should be referred to. One of the best guides for purchasing in this field is "The School Custodian's Housekeeping Handbook" by Linn and others. There are many other dependable sources of information and the regular reading of such professional journals as the SCHOOL BOARD JOURNAL and others in the field will provide useful tips from time to time which will keep local purchasing on a high level.

5. Maximum advantage will be taken at all times of quantity discounts wherever possible through the purchase of yearly supplies in one lump amount as opposed to the purchasing of limited quantities at higher retail prices.

This means that the board will make an intelligent effort to anticipate a full year's needs in advance, and to purchase these supplies in needed total amounts wherever possible in order to take advantage of quantity discount. There is no better way to save dollars and still obtain good merchandise.

Warehousing Needed

Of course, in order to take advantage of large quantity purchasing, the board should be in a position to provide adequate storage space so that materials purchased do not deteriorate before use. A simple inventory system should be established as well to make sure that the items are not lost or stolen before being used.

6. All dealers and suppliers of school supplies will be treated equally, and no one dealer or supplier will be played off against another for unfair advantage.

At times it may seem advantageous financially for the school district to play one supplier off against another and thus obtain a price advantage that would not otherwise be possible. However, in the long run suppliers will be more willing to do business on a fair and sensible basis with the school board that treats all vendors alike than they will be to sell to the school board that engages in unfair treatment of one supplier as against another.

At this point good ethics becomes a prac-

tical matter. It has been the experience of the writer that leaning over backward in an attempt to be fair to all suppliers has paid substantial dividends. When all vendors were assured of equal treatment, they have had no hesitation in quoting their best prices to the school district for which the writer does the purchasing. When they are assured of good treatment, vendors do not hesitate to put down their best prices because they are certain that they will receive the award of the contract if they are low man. They know that if they do not receive the award it will not be because of some consideration which was not understood when they made their quotation.

7. The board will at all times protect the legal interest of the school district and will not permit vendors to deliver less than what was specified, or to provide less service than what was agreed upon, or in any other way fail to live up to the terms of the sales agreement.

Good vendor relations, especially with reputable business houses, will be the result of this policy. Nothing discourages reputable suppliers more than to find that, after they have given their best quotation, the board makes the award to someone who had a lower price but does not meet the specifications originally called for. As a result, many reliable suppliers will not bid unless the specifications are clearly drawn and unless they are assured that the board intends to adhere to the specifications strictly in making the award, and will furthermore insist upon delivery in strict accordance with the specifications.

Use Sound Specifications

Sound specifications are available for all ordinary school supply items. School boards in small communities can obtain serviceable copies of the specifications used by the larger school systems in their vicinity. These can be modified, if necessary, to fit local needs, but they will provide a basis for buying which may not now exist. Only if original specifications are clear can deliveries be checked accurately.

8. The board will take advantage of all discounts offered by paying bills promptly within the discount period.

Adoption of this policy should result in direct cash savings to the school district, the size of which will be determined largely by the amount of purchases made during the year. School suppliers generally consider school districts to be slow payers. Many suppliers state that they have to wait as long as six months to a year for money due from school districts. This lengthened credit is expensive, because the cost must be met out of school funds by the school boards who do not pay bills promptly.

Admittedly, there may be times when purchases have to be made before adequate funds are in hand. In such cases, the school board should notify the vendor in advance just when he may expect pay-

ment, and frequently the privilege of discount can be extended to cover the period of time required.

Adoption of this policy may require changes in board meeting nights, or more frequent meetings at certain times of the year. In many instances, it may be wise to delegate to an administrative official of the school district, or to a committee of the board, the authority to pay discount bills when due. Such payments should be subject to review by the whole board at the next board meeting.

Efficiency in Buying

In any event, there does not seem to be a single valid reason why the public business should be conducted in a less efficient manner than is common practice in private business.

9. *The board will keep a written record covering all purchases; this record will include a written order, a signed copy of the order showing receipt of the goods, a copy of the bill, and the canceled check paying the bill.*

To many board members in the smaller school districts this will sound like a lot of useless paper work. However, if properly planned, it need not involve a great quantity of clerical work, and whatever work is involved will prove advantageous to the school district and the school board members in the long run. School boards in smaller communities frequently have been criticized because of their lack of adequate accounting. A systematic purchasing record procedure will go far toward providing the basis for a good accounting system.

Every taxpayer in every community should have the right to examine the written records of the board, which show all actions of the board in spending a taxpayer's dollar. This right cannot reasonably be overlooked by any intelligent board member.

In Summary

The above suggestions represent but a few of the areas in which board consideration should be given to purchasing policies. It is realized that issues will arise out of local pressures of one sort or another which are placed on the board. There may be issues of practicality with which local boards have not dealt, or with which they have been dealing perhaps unsuccessfully.

Problems and difficulties ought not to be minimized, but if an intelligent effort is made to follow the suggested policies, many of the problems and difficulties will be clearly defined, and that will help in reaching a solution.

Finally, local board members should never overlook the fact that the greatest resource they may have for solving their own purchasing problems, as well as other phases of school operation, may lie within their own geographical areas. Quite frequently the best way to get a sound answer

to a baffling problem is to visit another community where the problem has been dealt with, and gain the knowledge and experience which the other community has, and then apply it locally.

This interchange of ideas, not only on a face-to-face basis, but in the professional

literature, can pay big dividends. Board members and administrators who do not attend conventions and local get-togethers are missing the tremendous benefits that can be obtained by associating with their fellow members from other communities in a common effort to solve common problems.

A Memo to the School Board

Dale P. Wren*

SUBJECT: In-service training

TO: All School Boards

ACTION: Urgent

Dear Members of the Board:

As you know, school board members, educators, and lay citizens are pretty much in agreement concerning the desirability of having teachers return to school during the summer months in order to take advanced graduate work. Some school boards feel so strongly about this idea that they require that a certain number of college or university credits be obtained each summer in order that a teacher may receive an increment on the salary schedule. It is superfluous here to reiterate the many reasons favoring the idea of graduate professional training.

Business Teachers Should Work

However, in some cases, serious questions have been raised concerning the value of having all teachers return to school for advanced academic work. This is particularly true in the case of the business teacher. We can agree that the business teacher could well profit by taking additional work in such foundational fields as educational psychology and sociology, thereby achieving training which would materially improve his instructional procedures. But the teacher of the business subjects, unlike the teacher of other subject areas such as mathematics, English, and language arts, is faced with the problem of keeping the content of the business course current. No amount of additional college or university training will

*Assistant Professor of Education, Stanford University, Stanford, California.



materially aid in solving this problem. There is only one solution to this problem — actual experience in the business world of today. To get this experience, the business teacher must get out in the world of work and go to work!

It was mentioned that courses of study such as English, mathematics, and language arts are different from business courses with respect to keeping the content current. Perhaps a few words of explanation are in order. In mathematics, for example, we still have the same amount of numbers to work with, namely, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 0. For the majority of students, the basic objectives of a course in mathematics are fourfold: To learn how to add, subtract, multiply, and divide. Of course, there are courses in higher mathematics, but the content of these has stayed pretty much the same for many years. With the exception of the addition of a few words, as compared to the many originally started with, the subject of English has really not changed very much, and the same may be said for the language arts. Therefore, advanced professional training in these areas has as its main objective the improvement of the instructional procedures.

New Machines and Procedures

Now let us take a look at the field of business education. In the skill subjects, new business machines are making their appearance on the market at an overwhelming rate, and with the marketing of each new business machine there develops a corresponding change or changes in business procedures. In the field of distribution, new techniques of packaging and customer service have radically changed many business methods which we formerly thought of as standard operating procedures.

The business teacher of today who is teaching filing should be thoroughly familiar with the types of filing systems in general use in modern business offices. The bookkeeping teacher should understand the principles and procedures which accompany the modern machine method of bookkeeping and accounting. The salesmanship teacher should know that self-service is rapidly replacing the old-time

(Concluded on page 65)

How Much for the Teacher?

F. W. Springer*

The number one problem that plagues all school boards is, *How much should teachers be paid?* It plagues the teachers, too.

There is an answer, but it must be found in the facts.

Take a glance at the salary schedule, make a quick comparison with the earnings of businessmen, doctors, lawyers, and dentists and you will say, "Sure! Teachers ought to be paid more! Take Mr. Johnstone, for instance. One of our best teachers, for twenty years. And with a family to support."

But how much should he be paid, in dollars and cents?

Before you can say how much a teacher's salary should be, you must find out actually how much it is now. The amount in the schedule is only a part of the teacher's over-all reward for services rendered. There are other perquisites, which must be translated into cash value and added to the schedule figure.

Johnstone's True Situation

Suppose Mr. Johnstone teaches in New York State, where the school district pays from 8 to 10 per cent of the total payroll into the state teachers' retirement system, depending on how much the fund needs for current obligations. The percentage varies because benefits are not on an actuarial basis. But the point is, if the amount were added to the teacher's salary and then, in turn, paid by the teacher into the fund, the amount would be part of the teacher's gross income and subject to income tax.

Mr. Johnstone, with twenty years as one of the best teachers, would be on the top step. Suppose his schedule salary is \$6,000. This year, his district would pay into the retirement system, roughly 10 per cent of that, or \$600. Johnstone would have to receive a 12½ per cent increase, or \$750, to pay that himself and still wind up with \$6,000 (\$600 into the system and \$150 to Uncle Sam, assuming him to be in the 20 per cent bracket.)

Therefore, Johnstone's actual salary is \$6,750, and in cash.

It makes no difference that the amount of the retirement contribution is not now taxed by Uncle Sam. The tax must be figured in as part of Johnstone's income anyway, because somebody has to pay it

and "somebody" means the people of the school district — all the districts.

Still, Mr. Johnstone's \$6,750, as a top-step teacher of highest ability, does not compare favorably with the earnings of businessmen and other professional people. But there is another perquisite, in New York, that must also be translated into cash and added in. That is the job-security feature of the teacher's employment contract, known as "tenure."

Cost of Security

How should tenure be evaluated in cash?

If Mr. Johnstone were investing money, instead of time, he would sacrifice a tremendous percentage of return if he demanded the security feature. He could buy good industrial common stocks and get 8 per cent or more on his money, with normal business risks. But if he bought bonds, with no risk, he would get only 2 or 3 per cent. The difference is the security feature. Common stocks, even the best ones, lack the guarantees and safeguards of bonds. Johnstone could realize three or four times as much by sacrificing the security feature.

Does this mean that he could expect three or four times as much salary — \$20,000 to \$27,000 — without the security of tenure?

Of course not. But suppose we say, conservatively, that teachers as a whole would not surrender tenure as a permanent policy for a 10 per cent higher salary schedule. That puts Johnstone's apparent salary of \$6,000 up to an actual salary of \$7,425 (\$6,000 plus \$750 for retirement, plus \$675 for tenure).

Now look at Mr. Johnstone's rate of pay. He works ten months, which at \$7,425 is \$742.50 per month. For 12 months, this is at the rate of \$8,910 per year. It gets Mr. Johnstone right up there with plenty of good business and professional men, comparably.

And, in making this comparison, account must be taken of local expenses. Businessmen in New York City, for instance, usually have to pay more than a dollar for lunch. Teachers in many school districts are furnished lunch in the school cafeteria for 35 to 50 cents. This makes a differential in the teacher's favor of \$15 or \$20 per month.

Also transportation can be an important item. Schools are always in residential

areas, whereas industries never are. If Mr. Johnstone teaches in suburban New York, outside the city limits, he can live at least as near to his school as the businessman does to the railroad station. But the businessman spends from \$20 to \$30 a month from there, for commutation and bus or subway fare, if he works in the city.

Add these two expense items together and you have another \$400 or so per year in the teacher's favor, for comparison purposes.

Too Heavy a Load

This paints a rosy picture of the teacher's lot, and yet we know he doesn't see it that way. And it isn't. But part of the answer is apparent. He is carrying far too heavy a load of benefits.

The amount of money he pays toward retirement is excessive. In addition to that paid by the school district, teachers in New York contribute from 4 to 8 per cent in payroll deductions toward their pension. Suppose our friend Johnstone contributes 5 per cent of his schedule \$6,000, or \$300. With the \$600 paid by the district, we find he puts aside \$900 toward old-age ease, a much heavier amount than most people can afford.

And considering his over-all, actual salary to be \$7,425, we find he pays a total of \$1,725 for job security and retirement benefits.

This is just not reasonable. Nobody, at that salary, can afford to sink so much money into things like that.

For another thing, he gets at least two months more vacation than other people. Perhaps he would rather work in the summer and get paid for it, but the summer vacation is one of the benefits that attracted him into the teaching profession and you just can't pay as much for ten months' work as you would for twelve. It isn't economically feasible.

But these benefits aren't the total answer, either. Poor Johnstone is not only carrying this heavy load for himself, he is weighted down with even more benefits that he is carrying for some of his fellow teachers. Johnstone is one of our very best teachers but we can't say, "Let's give good old Johnstone a substantial boost in pay. He deserves it." All teachers on the same step are paid alike, according to the schedule. This means they *must* be paid according to an *average* of ability and accomplish-

*Member of the Board of Education, Union Free District No. 12, Lynbrook, L. I., N. Y.

ment—not according to the ability and accomplishments of the very best.

Whatever teachers *should* be paid, the best, or better ones *could* be paid more if the others were paid less—not necessarily less than they are getting now, but less than the better, or best ones.

How can the school board now pay the best teachers more, without paying the others more than they are worth and raising the *average* pay far too high? Therefore, a substantial amount of money that should go into Johnstone's envelope is passed around among other teachers with less ability and incentive.

Three Controlling Elements

How much should Mr. Johnstone be paid? The answer has become quite simple now, but it would be idle to give the answer without suggesting how it can be arrived at. An employment contract is the result of some kind of bargain.

There are three controlling elements in any bargain:

1. The law of supply and demand, so-called;
2. The ability to pay;
3. The principle of a fair price for value received.

Too many years must go into the preparation of an individual for the teaching profession, to allow the law of supply and demand to operate unrestrictedly. There would be too many years in each

cycle of oversupply, with low salaries and little incentive on the part of ambitious youngsters to prepare for the profession; followed by too many years of lean supply, with high salaries and poor quality teaching.

The principle of a fair price for value received implies some kind of merit-rating system. Otherwise, only the average teachers would be paid a fair price, those above average being paid less, those below, more.

Without a merit-rating system, you cannot compare teachers with businessmen and other professional people. Businessmen are under the most ruthless of merit systems. And doctors, lawyers, and dentists are entrepreneurs. Teachers have to be employees of a public corporation.

Without a merit-rating system, teachers are on the trade-union principle of equal pay for equal work, without regard to quality, but they cannot adopt the trade-union principle of loyalty first to their own group organization, nor can they wield the trade-union weapon of the strike. They are employees of the sovereign state and not only owe it all the respect and obedience due it, but they must teach the same to their pupils by both precept and example.

No merit-rating system should be forced on the teachers; the teachers themselves should develop a workable system. And who could possibly be better qualified to do so?

A Reasonable Reserve

The real answer to the question of *How much should teachers be paid?* lies in the ability to pay. The ability to pay is flexible. People can always afford to pay more for one thing if they are willing to deny themselves something else. Nothing is so vital as good education, but the public must be sold, by good teaching, on sacrificing other things to pay enough to get the best. No one will sacrifice for an average.

The public can pay Johnstone enough for him to live in a decent home that is not too heavily mortgaged, to drive a car of respectable make and condition, raise and educate his children, carry a life-insurance policy large enough to prevent disaster in case of death, and accumulate a *reasonable reserve* for unexpected contingencies and retirement. And give him a little for foolish spending, which everybody needs.

The amount, in dollars and cents, may vary with each locality, but there is a vast amount of published information on property values, cost of living, etc., to guide employers in fixing salaries. The key to the total answer is in that "reasonable reserve." Once get that fixed and the rest is simple arithmetic.

Nor do teachers ever need to worry that the public will not pay a good price for good teaching. Doesn't the public, in its formative years, come under the influence of the teachers?



The Parma, Ohio, Board of Education.

The school enrollment of Parma, an industrial and residential suburb of Cleveland, will be increased in September, 1953, by 1,456 additional pupils. The district is one of the fastest growing in Ohio and is providing a vastly improved program of education for children at all school levels. The community has an outstanding reputation for its school plant and its educational program, but also is a town in which "it is fun to teach." The program is under the direction of the board of education and Supt. Carl C. Byers.

Left to right, seated, are: Carl D. Steffen, president of the board; J. H. Wanek, clerk-treasurer; Carl C. Byers, superintendent; Mrs. Josephine L. Horton, secretary to the board and superintendent.

Left to right, standing, are: Ray W. Ruch, member; Forrest Clemens, member; James F. Pojman, vice president; David R. Forrest, member.

A Community Cares for Its Children

Albert S. Brown*

Frequent articles in newspapers across the land emphasize how little apparent interest many communities have in their children. Other articles stress the tremendous community sense of achievement when a school building is finally completed. Professional literature frequently mentions new youth projects, however, in the larger cities. One gets the impression through these articles that community youth centers, new schools, and youth projects are, more often than not, born of strife and conflict.

Thus, the Waterloo story is a refreshing one. It is a small community's testimony to a deep love for its children, and its successful transfer of concern into a vital program of action. It is a story without names, for truly community spirit brought out the highest meaning of the word *co-operation*. It is told here not, of course, without pride, yet certainly not because of pride, but rather that it may have inspirational value for other small communities to know the rich harvest co-operation can bring.

Cross Section of the Community

Waterloo is a community of about 5500 population, situated in central New York. Local industries support but a small part of the wage earners and businessmen. Nearby military installations and out-of-town industries are important to the village economy.

*Supervising Principal, Waterloo Central School, Waterloo, N. Y.

The surrounding area is prosperous farm land, allied to the village as part of a central school district. In assessed valuation and in individual wealth, Waterloo is but average. And all in all no unusual conditions exist which make community co-operation any easier here than in any other village.

The youth program began in a very simple way. In the years 1940 through 1942, a group of high school students felt the need of healthy recreation. They found adult support in the form of financial aid and space, alternating in the Episcopal Parish House and the high school gymnasium. The initiative of the students carried the program to the point where an old lodge building was rented and converted into a recreation center. The conversion was largely student work. In the rented quarters the program flourished and finally matured as a combined responsibility of the village board, the board of education, and the state of New York through its Youth Commission.

Fire in September, 1947, gutted the interior of the recreation center. Waterloo was then faced with several possibilities. The owners of the building wished to sell. At first it seemed practical to buy the building, as left by the fire, and rebuild the interior specifically for recreation uses. The disadvantages of inadequate size and a two-floor structure made some of the people of Waterloo favor another possibility, namely that of building a new recreation center. A series of meetings fol-

lowed, in which all possibilities were discussed by the school authorities before practically every organization in town. Public meetings were called. On the basis of this complete release of information, it was decided that a new recreation building would be put up.

The cost of the building needed was generally considered prohibitive, and therefore, a compromise was necessary. The compromise is one of the finest illustrations of community co-operation found anywhere. It was agreed that a drive would be sponsored to pay for building materials.

Assured of materials, the labor would be furnished on a volunteer basis. The drive was a success, and the project was begun immediately by volunteer labor.

Everybody Helps

A small group of men carried most of the responsibility for supervision of the construction of the building. However, every organization, every group, and persons of every age in the community worked on and completed the recreation center building. It is generally regarded as one of the finest in the state of New York. There can be no doubt that the dividends paid by co-operation in this venture were of material help in the projects that followed.

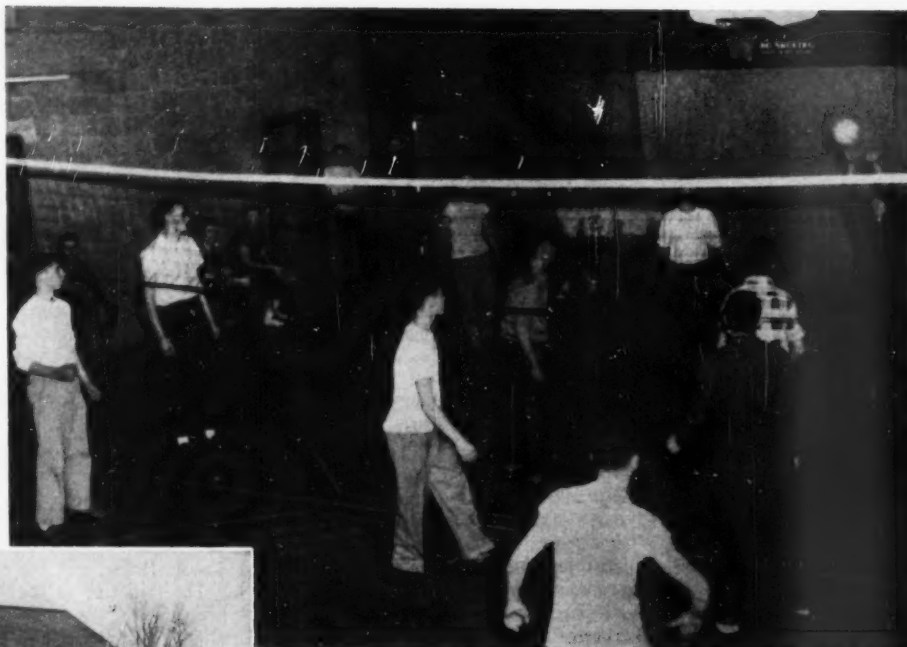
In 1947 the school building which accommodated children from kindergarten through the twelfth grade was crowded, with no relief in sight and the condition becoming worse



The Skoi-Yase School is the second elementary school erected in Waterloo as a result of the co-operative community work for the children of the town and the rural areas.

each year. Inasmuch as the village was accepting more than half of the students from 170 square miles of surrounding territory, a study of centralization was made. Reorganization appeared impractical under the then existing laws, so a new elementary school was planned.

The board of education, in 1948, called meetings and issued a pamphlet explaining the need and asked for approval of a bond issue to build such a school. At first the reaction of the community was not one of immediate enthusiasm. The residents of the village reflected that since their tax rate was higher than that of the rural areas, they should not be expected to build a new elementary school which would be unnecessary were it not for the country children. In presenting the proposition to the public, care was taken to show that centralization was not practical, and that the only solution would be for the village to assume the responsibility of building. Again, a



The large room is widely used for indoor play, dances, and neighborhood gatherings.



The Youth Center includes a large all-purpose room, a smaller social room, retiring rooms, and a kitchen.

fine gesture of co-operation — this time between the rural and the village people — was shown in the overwhelming approval of the village to assume that responsibility. Architect's plans were prepared.

Meanwhile, the legislature at Albany changed the formula for school centralization. It then seemed advisable, before putting out bids on the elementary school, to again investigate centralization. A citizens' committee studied the changed financial formula for Central Schools, and decided that centralization should be voted. Approval was given in June, 1950.

Consolidation of the rural school districts with the village district invalidated the approval of the proposed elementary school, the LaFayette School. The project therefore was resubmitted to the voters of the entire area and was approved by them. The plans had been completed for bids, and the school building was erected during the first year of centralization — the first time that had ever been done in New York.

School Buses Authorized

It seemed advisable for the school district to own and operate a fleet of buses, which previously had been under private contract. This necessitated a bond issue for a school bus garage and the purchase of buses. Again the school board presented the facts to the voters, asking for their approval of district-

owned transportation. The vote was unanimous — not a single dissenting ballot was cast.

After reorganization, all but one of the rural schools voted to close and send its pupils to the Central School. It was predicted that the elementary school already under construction would be inadequate for the expected registration. When the school district realized that more space would be needed and that another elementary building would be proposed,

a negative reaction was evident. Some thought that the voters would never approve the quality of building already under construction. Others felt that the classrooms should be added to the LaFayette School, to avoid duplication of the gymnasium, cafeteria, and auditorium. After careful study, the board submitted for the vote of the district the proposed construction of a second school

(Concluded on page 62)



The LaFayette School is a complete elementary school building and serves a kindergarten-six grades organization. It cost \$550,000. Carl C. Ade was architect.

CHANGING IMPERATIVES of Teacher Training

Herbert B. Mulford

What is the basic reason for the rising concern over the current course of American education? More particularly, why are parents, school boards, administrators, educationists, teachers themselves, and the press so disturbed over the conditions and criticism of the American teaching profession?

The wide variety of commentary suggests that one can find no single corrective for the ills to be observed in the situation. Possibly the most spectacular current issue concerns the infiltration of communism, disloyalties, and other "subversive" influences into teaching procedures. Probably more deeply seated is the concern over rising pupil enrollments, widespread teacher shortages, and the school board problem of reasonably meeting teacher compensation and social needs in the face of the debased dollar and inflation. Just as acrimonious as any of the criticisms against occasional professional slips is the growing habit with some leading members of the profession to charge that much of the organized criticism is at the hands of "enemies of education," "hatchet men," "snakes-in-the-grass," and other malefactors among taxpayers.

Public Support Fails

Possibly just as disturbing is the symptomatic procession of actions by presumably well-informed citizenry who at the polls resist carefully defined needs for financial support of the local school systems through defeating proposals for bond issues or tax rate increases. These events occur at sufficiently widely separated occasions and circumstances to be prophetic of something. At least they call for careful analysis. Where competent people from among the patrons of the public schools, as well as from the profession, discuss these matters sanely, not infrequently the issues revert to the problems of training teachers and, in turn, to the policies of teachers colleges and universities in respect thereto.

Possibly less frequently but just as emphatically, movements in state legislatures in control of educational government highlight these shortcomings sufficiently to constitute a challenge to all professional leadership. For instance, observe the introduction of a bill in the Illinois legislature to require a successful examination in both the federal and the state constitutions by all future candidates for teaching positions in the state before granting the privilege to teach. Irrespective of the initial cause for such

legislation, the fact of the acceptance normally of study credits from the teacher training institution as being adequate evidence of fitness to teach presses upon the training institution the responsibility which should have foreseen the need and decided upon the appropriateness of such legislation. The case may be multiplied all over the nation. In the aggregate these situations seem to bear out the frank admission of many educational leaders that there is a time lag of up to a generation between what happens behind the classroom doors in the so-called "best" schools and in those less privileged.

In approaching any constructive analysis which should result in raising the sights of professional educationists, it is only fair to point out some of the great changes which are taking place both to hamper and to accelerate progression. One basic challenge can be that, as civil government evolved in the United States and took over education from the established churches of many of the early colonies and states, the nation was essentially in the era of a rural-agricultural economy. Today we live under the aegis of the urban assembly line lubricated from test tube. Even agriculture now has its mass production. Simply put, education is trying to catch up with, and adjust itself to, local, national, and world affairs under the pressure of perpetual military, economic, political, social, and religious crisis.

School Laws Codified

One of the chief efforts at adjustment has been the slow codification of school laws throughout the nation. Another step has been the consciously planned shrinkage of the tiny and inefficient one-room school districts into the more efficiently manageable community-centered districts. In less than a score of years the number of independent public school district governments in the nation has fallen about fifty thousand units to a total of about 70,000. Obviously this change alone involves numerous complex problems. At the same time, the phenomenal increase in the population of the entire nation, and in consequence the rise in pupil enrollment, have necessitated tremendous increases in school expenses for both buildings and teachers, not to mention military training. But giving due weight to such possibly extenuating circumstances, the question constantly arises as to whether changed conditions in the national economy and social life and

in our world position since we were a debtor nation at our entry into World War I have been met equally by revision of teacher outlook and training.

Although there may be a score of points for consideration in this general respect, in order to sharpen attention only three challenges are used here as examples of teacher college responsibilities. In many quarters these gaps in curriculum subject matter are under continuous survey:

1. Economic illiteracy,
2. Political illiteracy,
3. Religious illiteracy.

Economic Illiteracy

Twice within a few days of the preparation of this article there have been outstanding examples of the nationwide cry that something be done about our economic illiteracy. On one occasion the head of one of the Federal Reserve banks, in speaking to a large group of expert financial analysts, evaluated this as one of the weakest spots in our educational and political life. People increasingly are reacting *en masse* without adequate information. This occurs in many different actions, all the way from strikes and corporation stockholders meetings down to the complex privilege of exercising ignorantly the electoral franchise.

The other occasion was the formal meeting of some five hundred elementary and high school teachers in five neighboring school districts to hear the same sort of challenge thrown down by eminent economists. Here the question was the utilization of standard courses or orthodox texts in formal "Economics." Rather it was the development in all pupils at all appropriate age levels of an awareness of the interplay of agriculture, industry, commerce and finance and government intervention in these fields to produce a "mixed" instead of a "free" economy. To this observer the reaction among the teachers was almost startling. They almost wholly ignored the plea to discuss the feasibility of integrating such information throughout the curriculum. Instead they seized upon the question period to ask for absolute answers to the great problems Congress has not been able to answer, such as inflation, balanced budgets, immediate tax reductions and war finance. On the part of some isolated teachers there was mild resentment that anyone outside their own number should make intimate suggestions about adjustment of the curriculum to changed economic conditions.

This is not to imply that no good is done by such conferences. In other communities where similar sessions were held there was an expression of great satisfaction by participating local businessmen that here were steps toward teacher understanding of what takes place in an economy fostered by free representative government. Yet almost simultaneously one bumps into extremely caustic press editorial comment on the "subversive" character of certain widely used textbooks on economics derogatory to the current outlook of leadership in both large and small enterprise in the United States. These episodes demonstrate the difficulty for even progressive curriculum revisionists to select materials that will reflect realities instead of mere wishes for reform. Yet the start has to be made.

Political Literacy

There is nothing strikingly new about achievements in political literacy excepting the fact of mass political upsets over periods of time and what is learned from them via radio, press, and television. Many schools now do make studies of political action, both at elections and in the legislatures and Congress. The effectiveness of such academic education may be doubted as measured against the practical political activity in years when sessions of the legislatures are held. For instance, currently it is nothing strange for teachers to have special sessions to discuss the meaning of legislative bills directly affecting their own status and that of the schools employing them. Many schools will see nothing significant in the fact that with more than sixty school bills in the legislative hopper, only two or three are penetrating enough to attempt to influence universities and teachers colleges to wrestle with the problems of adjusting information regarding the great American heritage to the recently resounding social changes in the current way of living. It may be said, however, that it is no uncommon thing that many teachers do not attempt to acquaint themselves with the significant differences in citizenship reactions in the various environments of village, city, township, county, congressional district and nation. Time and again the testimony of competent teachers is that they have never even seen a school board in official action. It seems to strike no responsive chord when they hear that at a given school election in an affluent neighborhood the fees paid clerks and judges of election measured against the total number of ballots show a cost of five dollars per ballot cast. As with economics, it can hardly be expected that teachers who know nothing of political government can bring the curriculum down to date. Yet a start must be made.

When it comes to obligations in the field of religious understanding through public education the ground seemingly has been more cultivated than in the other two

situations. For one thing, the wide publicity given the U. S. Supreme Court decisions on the faultily termed "separation of Church and State" has aroused many more people to the better knowledge that, as the many courts have held, "this is a religious nation." That this heritage, as part of the American way of life, should be reflected through the schools has attracted the attention of numerous well-established educational groupings which have issued pronouncements that our public schools are not true to life when religious understanding is not fostered by them. Thus the American Council on Education, the Educational Policies Commission, the American Association of School Administrators, the Edward W. Hazen Foundation studies for college professors, and numerous other agencies — all have seen a handwriting on the wall.

Indicating Areas of Responsibility

The overlapping fields of these three illiteracies deserve deeply penetrating study for the sake of curriculum revision over the whole nation. Competent educationists tell school boards who are responsible for formulating and adopting public school policies that it is not only teachers colleges with whom these responsibilities rest. For instance, it is said that within departments or colleges of education in our principal universities, teacher trainees are admitted who have obtained from three fourths to four fifths of their training in departments of arts and sciences. This in many cases gives the specialists in education not much more time for training than to cover the legally allotted hours for study in educational methodology, history, and philosophy. So much the worse for the trainees. Possibly as much responsibility lies with the state constitutions and legislation which have established the public school system as a splendid example of pure socialism, except for the intervention of democratic authority delegated by the legislatures to school board government. Further, the treatment of educational news by the rank and file of common news media which reach school patrons is so paltry and lopsided that it is not surprising that meager and misunderstood half information often results in political flare-ups, defeat of good measures at the polls and consequent dismissal of boards, administrators, or even faculty members. Again overspecialization by both educationists and school faculty members is often notorious as the cause for unbalanced curricula. One recalls an episode of a strike and mass resignation by a small faculty and administrator for apparently trivial reasons. When the school board pursued an unguided course in the selection of new faculty members before employing the new superintendent, there was an impasse. The board had hired all history teachers and had to make a complete reshuffle of its own philosophy, as well as faculty members.

Akin to the stumbling block of overspecialization is the imbalance of the sexes of the faculty in many current situations. While women can understand politics and economics, especially as taught in routine texts, it may be said that the normal bent and interest is not in that direction so much as in the case of men teachers. Again the median age of the faculty, especially in elementary schools, these days is so young that both economic and political experience, to say the least, is very modest.

The Outlook

It is almost idle to wish that nationwide thoroughgoing efforts at allaying the evils in these three examples of illiteracy can be made immediately. But this fact stands out in representative government of the public schools. Unless academic freedom of faculties carries with it the responsibility for voluntary self-adjustment to changing American life, it cannot be claimed justly as an inherent privilege of teachers. Today there is a sound and constant claim of the right to initiate curriculum revisions from within the faculty and administration, rather than to submit to strains even of well-meaning local groupings of taxpaying owners of the public schools. If this right of self-initiated revisions is valid, then teachers must recognize that mere proficiency in narrow specialized areas is not adequate preparation as an answer to parental and nonparental concern. One is happy to say that in many instances these responsibilities are slowly being recognized. In sum, financial support and greater and more constructive acclaim for popular education could be improved if essential leadership used concrete and constructive formulas in these challenging fields as rallying cries and would discard some of the shibboleths of brick and mortar and money.

THE JANITOR

Everybody appreciates a good-natured janitor. No other kind should be tolerated in a school system. But there is a distinct tendency of pupils, teachers, and administrative officers to impose upon the good nature of janitors. The janitor's work is responsible and a man-sized job, and there is no more reason for making him any more than any other school official a general flunky to wait on everybody in the school system. What his work is and of what it should consist should be recognized, and the limits of his proper duties should be respected. The efficient performance of his duties should be appreciated by the entire school, teachers, pupils, and administrative officials alike.—*Supt. E. O. Tandberg, Garretson, S. Dak.*

Leasing of School Facilities From "School Building Corporations"

Stephen F. Roach, Ph.D.*

Among the corporate powers usually granted a local board of education are those of acquiring, holding, selling, and leasing real property. In today's era of rising prices, it is probably reasonable to claim that the task of administering the school district real estate operations has become one of the local board's most important tasks. Certainly this is true in districts where conditions require the board to undertake new school construction.

A current method of stimulating and assisting local boards in providing needed school facilities involves the formation, under legislative sponsorship and control, of "school building corporations." These corporations are usually empowered to acquire land, erect a school building thereon, and then lease or rent such buildings to a local school district.

An interesting opinion relating to this increasingly important aspect of school board operations was handed down on January 9, 1953, in the Supreme Court of Indiana.

Facts of the Case

In this case,¹ the facts showed that on April 9, 1953, the Jefferson-Craig Consolidated School Corporation (hereafter referred to as the *school corporation*) entered into a contract with the Jefferson-Craig School Corporation (hereafter called the *building corporation*) whereby land, and a school building thereon, would be leased to the school corporation for a thirty-year term, beginning with occupancy.

The building corporation, formed under existing Indiana Law, planned to issue \$280,000 in bonds to permit acquisition of land and erection thereon of a school building with an estimated useful life in excess of forty years. The securities so issued were to be secured by a lien on the property.

The lease required the school corporation to provide all repairs, replacements, maintenance, and insurance for the proposed building. The annual rental was to be \$16,000 payable in two installments, and the school corporation received re-

newal privileges for a further, like or lesser, term upon the same or like conditions. The lease also granted the school corporation an option to purchase the property; but stipulated further, that "nothing herein contained shall be construed to provide that lessee shall be under any obligation to purchase the [leased] premises, or under any obligation in respect to any creditors, shareholders, or other security holders of lessor."

Protsman, a taxpayer of the school corporation, brought suit to set aside the lease. The trial court judgment, which was in favor of the school corporation, was appealed on the grounds that: (1) the limit of the school corporation's allowable indebtedness would be exceeded; (2) the proposed annual rental payments would be in excess of a "fair rental"; and (3) the contract was nothing more than an arrangement for the purchase of a school building on the installment plan (since by statute—according to the allegation—the building corporation could not make a profit but in effect was merely a "dummy" corporation, collecting money from the lessee with one hand and paying it to the security holders with the other).

The basis for Protsman's first allegation rested on a provision of the state constitution which forbade any "political or municipal corporation" from becoming indebted to "an amount in the aggregate exceeding two per centum on the value of the taxable property within such corporation. . . ." As thus determined, the allowable limit for the Jefferson-Craig school corporation equaled \$36,307.

The Issues

From the point of view of school board operations, the issues created in this case were both general and specific in character.

The general issues might be stated: Does the leasing of property by a school corporation, with an option to purchase such property: (1) create an indebtedness in the amount of all the rentals for the entire contract term; and (2) constitute a subterfuge contract of purchase on the installment plan?

The specific issue, which related in some degree to the second general issue, involved the determination as to whether the specified rental was "excessive."

The Court Findings

With respect to the first general issue, the court cited an earlier Indiana case wherein it was held that municipal corporations could lawfully contract for necessary services over a period of years and agree to pay therefore in periodic installments as the services were rendered. "In such cases," the opinion noted, "the aggregate of the amounts to be paid . . . are not considered as an indebtedness of such corporation, and such contracts are not rendered invalid by the fact that the aggregate of the installments exceeds the debt limitation." It noted also that a similar rule prevailed in the majority of states outside Indiana.

Turning then to the present case, the court declared that so long as the proposed rental was a fair one, a lease contract of the type here considered did not create an indebtedness for the aggregate sum of all the payments "because the debt for each year . . . does not come into existence until it is earned." But, it continued, "if the indebtedness . . . already equals or exceeds the constitutional limit, and the current revenues are not sufficient to pay such indebtedness when it comes into existence, including other expenses for which the [municipal corporation] . . . is liable, an indebtedness is thereby created and the Constitution is violated."

After commenting that the present case was "apparently one where the lessor voluntarily relinquishes to the lessee the profits which usually flow from the ownership of leased real estate," the opinion noted that "the only relationship existing between the contracting parties was that of lessor and lessee"; and while "compliance by the lessee with the terms of the lease would enable the school corporation eventually to become the owner of the school building, . . . this did not change the nature of the obligation . . . in so far as . . . the amount of the indebtedness . . . [was concerned]." Such a lease contract, it continued, "was not an evasion of the Constitution unless it necessarily created a legally enforceable debt obligation for an amount in excess of the amount permitted. . . ."

Such would be the rule, the court concluded, so long as it was *not* demon-

*J. J. Ferris High School, Jersey City 2, N. J.

¹*Protsman et al. v. Jefferson-Craig Consolidated School Corporation of Switzerland County et al.*, cited as 109 N.E. 2d 889 in the *National Reporter System*.

strated that "the contract was entered into for the purpose of accomplishing an evasion of the Constitution by indirection."

With regard to the second general issue, the court commented: "If the school corporation is unable to build a schoolhouse it must lease one." Noting that the right of the school corporation to rent a schoolhouse was not in question, the opinion then went on: "If, as it appears here without contradiction, the school corporation can lease a new building at a fair and reasonable rental, this court would not be warranted in striking the arrangement down merely because the school corporation can, at its option, but with compulsion so to do, acquire ownership of the property on favorable terms."

As to the remaining issue—that of excessive rental—the court held there was no evidence whatever to support such a charge. On the contrary, the court noted

that when called on for an opinion as to the "necessity for the execution of the lease," the State Board of Tax Commissioners not only held that the necessity existed, but found also that the rental was "fair and reasonable."

Therewith the court affirmed the lower court judgment in favor of the school corporation.

The Case's Significance

There would appear to be four points of significance in this opinion.

1. School boards, like municipal corporations generally, may lawfully contract for a necessary service, or for the leasing of property, over a period of years and agree to pay therefore in periodic installments.

2. The leasing of property by a board of education does not create an indebtedness in the aggregate amount of all the

rentals, so long as the rental is a fair one, the board's current indebtedness does not equal or exceed the established limit, the board's current revenues are sufficient to pay the rentals, and so long as the contractual instrument is in fact a lease and not a contract to purchase on the installment plan.

3. The presence in the contract lease of an option for the school board to purchase the leased property on favorable terms will not necessarily be construed as compelling the board to exercise such option, and hence as a subterfuge contract of purchase, where it is not demonstrable that the contract was entered into for the purpose of accomplishing an evasion by indirection.

4. In determining the validity of such a contract lease, the courts will look beyond the form of the transaction to its substance.

Thirty Years of School Planning Contacts

H. W. Schmidt

(Concluded from June)

VI. Air Supply

The amount of air to be supplied to a schoolroom has always been a controversial problem. In the early 1920's it gave rise to the report of the then famous New York Commission on Ventilation which arrived at a good understanding of this problem and showed up the fallacies under which we had been laboring—a new angle on the CO₂ theory, the role of oxygen in vitiated air, the dispelling of bodily heat, etc. A comment made by one writer in 1924 seems pertinent: "It is disheartening, to say the least, to see how many school buildings are supplied with fans that never run. Literally there are millions of dollars worth of ventilating devices rusting out in the large school buildings of this country. The trouble comes in the expense of running such fans."

We have somewhat changed our attitude in this respect since, but I have also found many buildings to criticize even today.

Around 1918-23 a new heating-ventilation device was developed by Herman Nelson of Moline, Ill. (The "plug" is purely coincidental and is mentioned for a reason which will appear.) I am referring, of course, to the present-day unit ventilators, by whatever trade name they are now known.

This method of ventilation was not officially approved in Wisconsin by the State Industrial Commission which controlled school building planning, and it was decided that the writer, in an official capacity and representing the

state school system should make air investigation and study of the schoolrooms where this device was installed. This inspection, with the chief building inspector of the Commission, was made and a number of cities in the middle west were visited; on the basis of our findings the device was given official approval. May I add that, when returning from an Iowa school, we were involved in an automobile accident through no fault of ours, and I still bear the scars of it.

The latest development in the heating arrangements is the panel, radiant, or radiant-panel heating; the terms are synonymous and refer to a method of heating by means of piping embedded, usually, in the concrete floors of the rooms. While the pipes might be located in the ceilings or walls, due to structural difficulties the floors are most frequently used. The heating is usually by means of hot water—rarely by steam—under forced circulation.

This method heats the floor and raises slight convection currents. There is a feeling of comfort which is satisfying. The method is especially useful in kindergartens and the primary grades, where "floor activities" are common. Radiant heating causes two problems: one is the difficulty of heat control, not yet satisfactorily solved; the other is the lack of ventilation. There is no air supply or movement and some auxiliary means, commonly a small unit ventilator, must be used to supply this deficiency.

As stated above, structural problems make it difficult to place panel heating units anywhere except in the floors. The system is most effective in one-story structures or on the ground floor of multistoried buildings. It has distinct possibilities.

During the past thirty or more years, we have come a long way forward in school heating and ventilation, and though there are no authentic records of the health effect, we can be sure that modern methods of air conditioning in our schools have done their share to provide good health to our school population.

VII. Natural Lighting

Now that we are "warmed up," let us see what progress has been made over the half century in better lighting our schoolrooms—my data goes back even farther.

I have here a plan, dated 1899, with an average classroom. The room has 900 square feet of floor space. And it is lighted by windows on one side. Scaling the window size, I find that the total gross glass area is 96 square feet; which is 9.3 per cent of the floor area. Another classroom with an area of 950 square feet, has six windows, two at the rear. Again, scaling the glass area, I find it to be 12.1 per cent of the floor space—a little better. A plan dated 1910 has side lighting amounting to 19 per cent of the floor area, and a 1925 plan gave us 20.7 per cent.

At that time, a number of architects and

school administrators recommended that the ratio of glass area to floor space for classrooms be increased to 25 per cent. This set off a number of investigations and has resulted in increased window areas. At present we find classrooms with one entire side wall consisting of windows, giving us 33 to 35 per cent ratio to floor area. With bilateral, side, and rear lighting, this ratio has reached 40 per cent and even higher.

In 1930 the writer prepared complete plans for a one-room school building, with replaceable side and rear walls, pivoted to produce any orientation, and a skeleton type of ceiling. The building, if erected, would have provided an ideal situation for a study of artificial lighting. Various organizations and agencies were approached to act as "sponsors," to use the radio term. Expressions of interest and best wishes were received, but no funds. The scheme lay dormant until years later when several industrial firms made studies of lighting. So far as I know, none has used the techniques suggested in the plan described.

The old idea that the window sills should be about 3 feet above the floor and the window heads near the ceiling, is still one of essence and quite generally adhered to.

Schoolroom fenestration has received considerable attention at the hands of commercial interests. I may say here that the newer products offered to school architects have been developed with a sincere desire to improve lighting conditions in schools.

One of the earlier developments, relatively speaking, was that of the glass blocks. The earliest blocks were not too effective so far as light transmission was concerned but that has, in a measure, been corrected. One of the first all-glass-block classroom windows was in an elementary school at Elkader, Iowa. I was privileged to inspect this installation, which was novel at the time, to say the least. The entire side walls of the rooms, from about 18 inches from the floor to near the ceiling, consisted of glass blocks. A large amount of natural lighting resulted.

However, I found that many of the youngsters partially turned their sides or backs to the window area in order to shield their eyes against the light shining upward from the low glass areas. There appeared some restlessness — so I started to ask how they liked the new windows. Some were noncommittal; some approved; but several complained, "We can't look out." In other words, they felt a mild form of claustrophobia and this was verified by one of the teachers. These faults were recognized early, of course, and later gave rise to the use of clear glass vision strips. Finally directional blocks were designed, to throw the light upward, thus making for a better light distribution and reflection.

Interior Control of Light

The double-hung, clear glass windows of the older schools have also given way, in most instances, to the type of window which opens in horizontal sections, both in and out. These are all of clear glass and permit "an outlook." To remove what may be objectionable glare,

especially that due to window orientation, the "outrigger" kind of louver and back shading is employed. One may question this feature which has been observed in some instances as having comparatively little value in the direction indicated; of course, it is a novel and relatively new thing and of definite use in case of south exposure or glaring skylight.

The old, opaque green cloth shades of the past have given way largely to the white, translucent variety. The Venetian blinds came in about 1925; usually they were horizontally controlled, and in the past two or three years a vertically folded or controlled type was developed. If shading is required in a classroom there is plenty of choice.

One cannot leave this subject without mentioning the work of Dr. Harmon of Texas, who developed a plan of shading and reflecting light by means of a white translucent cloth set in a frame pivoted across the windows near the top. By manipulating these shades and setting them at various angles, the lighting can be controlled, in a measure, and better over-all results obtained. One may be excused in not joining in the enthusiasm expressed for the health benefits claimed. This in no way minimizes certain advantages of the scheme. Yet, this kind of light control will always be at the mercy of the teacher, who will be called upon to manipulate the frames. If I know the teachers . . . oh, well, let's stop here before I get into trouble.

Artificial Lighting

The school plans of the 1880-90 decade were devoid of any indication that artificial lighting was contemplated. I have read the specifications for a school building erected in 1898 which did not mention lighting though everything else was carefully specified, including "brick latrines"! Beginning a year or two later, artificial lighting was more commonly thought of and incandescent lamps were used; four, or usually six outlets, per average room. I did find as many as eight outlets in some cases, and one school even called for ten. It was observed quite early, that such lamps, which at that early date were not "frosted," gave excessive glare, and fixtures

were designed to give better diffusion and light distribution by means of enclosing glassware or deflectors. Manufacturers of fixtures became aware of the need and themselves made investigations which led to better fixtures. Around 1910 the tungsten filament lamp came into use and the gas-filled lamps were invented a little later; the combination gave rise to the modern incandescent lamp. As the demand for better lighting in our schoolrooms increased, it became both a problem and an issue. The mercury-vapor lamp was a partial outgrowth of this, but it was not until 1923-25 that the fluorescent (hot cathode) tube came into use as a substitute for the incandescent lamp.

Some skepticism as to the use of these lamps was voiced by quite a few school people. They were more expensive than the filament lamp, their upkeep was greater; the need for starters and ballasts meant additional trouble and expense. On the other hand, the advocates of the fluorescent lamps showed that the life of the incandescent lamp, around 1000 hours, was exceeded by the fluorescent tube with 2500 to 6000 hours of service, depending upon the number of starts. (The lower figure is that for three hours of operation between starts; it may be as much as the higher figure for 12 hours between starts.)

I was called in as a consultant in a certain city which desired data on the relative installation costs and operation expenses for filament vs. fluorescent lamps; this was in 1938. Basing our assumptions on the same intensity of illuminations and amortizing the over-all costs, it was found that the fluorescent lamp installation "caught up" with that of the filament lamp in four years.

Of late, the cold cathode fluorescent lamps have come into use, though they are still "on trial" so far as their use in the schoolroom is concerned. They have certain advantages over the hot cathode lamps, such as instant starting and a life of over 10,000 hours, and they are not affected by the number of starts. The tube brightness is also somewhat less, though it needs to be shaded. It is expected that the cold cathode will begin to replace the hot cathode type of lamps.

In many new buildings, the lamps are located in shallow ceiling recesses, known as trappers; these may be open, but in most cases the openings are provided with ribbed glass covers or louvers. The suspended fixtures are mostly of the semidirect type and many, in fact most, installations are now of the continuous row kind. Chalkboard illumination by means of a fluorescent tube is now also receiving attention.

The amount of illumination has undergone significant changes. Around 1915, the recommended intensity on the desk surface was 8 to 12 foot-candles; the latest recommendations call for 30 or even higher intensities. It would not have been too easy to obtain this in the past, but the newer fluorescent lamps can easily provide this amount and even more. Fifty foot-candles is not unusual today, but I measured many rooms which come within this range. Such is progress, and the future may



still have better things in store in this direction.

VIII. Sanitation and Plumbing

A few words regarding the sanitary character of toilets may not be amiss. The brick latrines mentioned previously are being rapidly replaced and outhouses will be found only in isolated rural areas. Even where a community water system is not available, a separate water system and a sewage disposal installation may be depended upon.

In larger schools the toilet rooms have undergone material changes for the better; floors are impervious, likewise most walls. Toilet fixtures have automatic flushing devices and the old pull-the-chain-high-up-tank is only a memory. Toilet bowls are wall supported to permit floor cleaning. The suspended urinals are supplanted by china stalls. Wood partitions for toilets are replaced by sanitary metal stalls.

Washbowls are sanitary and the white enameled type is being replaced by china lavatories. Hot water supply is universal and automatic faucets are beginning to appear. Mirrors formerly located above the lavatories are placed on other walls to eliminate delays in the use of the lavatories by "priming" girls — yes, and boys too. Soap dispensers are now universal, and bar soap is a thing of the past. Better ventilation is provided and often a separate exhaust fan is installed.

The drinking water supply and means of dispensing have undergone a vast change. I have seen the water pail and its single drinking cup in a three-room rural school as late as 1916. The result? In this school there was a veritable epidemic of impetigo (a contagious skin disease). In time the water pail and its

later individual drinking cups, sometimes of paper, gave way to the five- and ten-gallon water tank, with a faucet.

Where running water was available, the bubbler type of drinking fountain was found — one kind "bubbled" all the time, the other gave forth by operating a hand valve. Still later, and of today's vintage, we have the sanitary angle-stream device, probably as sanitary as can be made.

Such is progress; we have come a long way on the path for better sanitation and its incidental health measures.

IX. Building Costs

It will be interesting to see how school building costs have fared during the past half century. I have available fairly authentic *cubic foot costs*, mostly taken from my own experience, and the following table, giving costs at five-year intervals shows astounding trends.

Year	Average Cost	Year	Average Cost
1890	9.2 cents	1930	38.4 cents
1895	7.8	1935	42.2
1900	9.6	1940	59.6
1905	10.4	1945	71.2
1910	11.5	1950	81.9
1915	11.8	1952	91.3
1920	28.9	1953	100 (est.)
1925	31.0		

The reasons for such an increase are various; there are too many variables to make an explanation possible within the limits of a brief paper. The increases from 1915 to 1920 and from 1940 to 1945 are, of course, due largely to the war inflation. The use of better and more expensive materials during the past 15 years probably accounts for much of the rise. It will likely take another depression to bring about a lowering of prices and consequently of building costs.

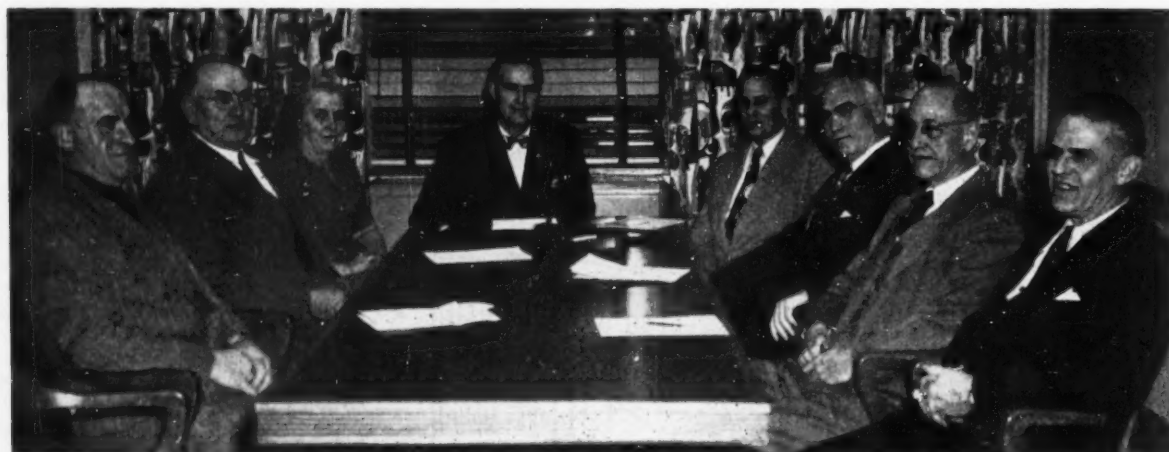
X. And Finally

I can hardly close this brief "history" without giving credit to the many organizations which have contributed to our knowledge of school planning and to the betterment of school plant construction, and of school service systems. Among these may be mentioned the U. S. Office of Education and its various departments, the National Education Association (responsible for the *Candle of Efficiency* in School Building Constructions), the National Council on Schoolhouse Construction, the American Institute of Architects, the Illuminating Engineering Society, the American Society of Heating and Ventilation Engineers, and many others of national and state-wide scope.

There are also many commercial and industrial firms which likewise should receive due mention. Among them are the Westinghouse Electric Company, the General Electric Company through its Nela Park Laboratory, the Sylvania Electric Company, the many heating companies such as the Herman-Nelson Corporation, the John Nesbitt Company, the Trane Company, the Johnson Service Company, the Minneapolis-Honeywell Company, the Powers Regulator Company, the Corning-Pittsburgh Glass Company, etc.

One more category should be mentioned, the "personnel" one. I would place first, the Dean of these, the late Fletcher B. Dresslar, one of the first to devote much of professional life to furthering the advancement of many of the subjects discussed above. It would make a long list of men who were influential in this field, such as C. B. J. Snyder, George D. Strayer, N. L. Engelhardt, Frank Irving

(Concluded on page 65)



The Board of Education of Bloom Township, Chicago Heights, Ill.

In the spring of 1952, the board employed the Office of Field Services, of the University of Illinois, to conduct a survey of the school plant and the school organization. A citizens' advisory committee was formed to work with the survey group. The professional staff, under Supt. Harold H. Metcalf, made a study of the educational program. The ultimate program recommended will include (1) enlargement of the school site; (2) a second cafeteria to accommodate 1200 students; (3) 15 new classrooms and five home economics laboratories; (4) an auditorium; (5) a fieldhouse and gymnasium.

Left to right are: Walter J. Platenka; Harvey W. Adair, president; Miss Hildur Soderman, recording secretary; Harold H. Metcalf, superintendent and principal; Alfred S. Odegard, assistant superintendent and principal; Harry J. Lange, secretary; Emmett C. Richards; and George Brooke.

The Cahokia Commonfields Community High School

*Aaron Brien**



The Main Entrance, in stone and stainless steel, harmonizes with the total functional design.

The Cahokia Commonfields Community Unit School District was formerly divided into three elementary school districts, which were part of a community high school district. In January, 1948, the citizens of this area voted to form a new community unit. Approximately 28 square miles in area, the district is located south of East St. Louis, Ill.

*Superintendent of Schools, Cahokia, Ill.

It is part of the general industrial and residential area of Greater St. Louis.

Population Rises Sharply

This area was one of the many places in the country affected by the nationwide increase in homeownership. It offered a new way of life for young married couples who decided that their children should not grow up in city apartments and flats. The influx

of young families meant, of course, a sharp increase in the number of school age and preschool age children.

The industrial plants are concentrated in the northwest corner of the district. Retail sales outlets are few and scattered. The people are, in the main, wage earners who want opportunities for their families. Many of them have moved here from rural towns in Illinois, Kentucky, Missouri, and Arkansas.



Street View, Cahokia Commonfields Community High School. — Aaron Brien, Superintendent of Schools, Cahokia, Ill.; Charles B. Spencer, Architect, St. Louis, Mo.

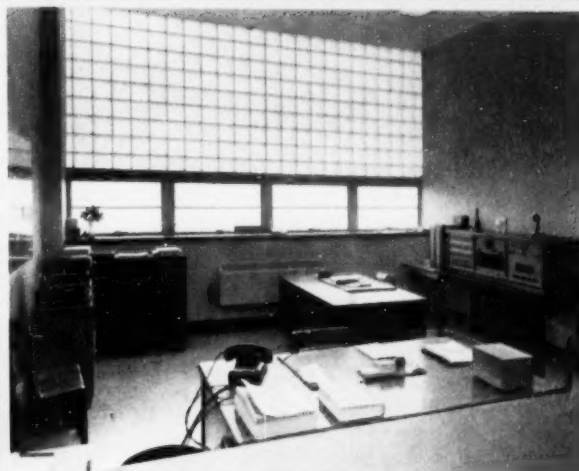
After the original drawings and estimates had been completed, it was quite evident that the first bond issue would not cover the cost. On December 17, 1949, the citizens were asked to vote on an additional issue of \$1,340,000. This election passed by a large majority, making a total of \$3,090,000 for the construction of the school.

The board of education and others involved in the planning of the building spent many hours in studying newly constructed schools and new ideas in order to obtain the most modern building possible. They wanted a structure which would be flexible as well as functional—a building which could be added to or changed, to meet the needs in future years, at the lowest possible cost.

Selecting the site of a new school always is a difficult problem. The people of this community used good judgment in this phase of the work. The site is close to the center of the district and includes about 46 acres. There is adequate space for the present buildings, parking areas, athletic fields, landscaping, and any additional building to be done in the future.



The art room is frankly a working studio equipped for instruction and work in a wide variety of media.



(Upper left) The wood shop; (upper right) the sewing room; (lower left) the well-equipped print shop; (lower right) general work area of the office suite.



The typical classroom is equipped with every desirable teaching aid.

At the inception of the planning stage it was apparent that the elementary schools would be crowded by the time the new building was completed. Therefore, it became necessary to plan a building which would accommodate grades seven through twelve and still be practical for high school at the time when it would be advisable to construct a junior high school. This required much time and study.

The preliminary drawings outlined the overall building and designated areas for the various departments. At this time help was secured from the office of the state superintendent of public instruction as to how the departments should be arranged and how much space should be allowed to handle adequately the proper size classes. Upon completion of this work the final drawings were made and sent for approval to the county



The library invites students to recreational reading as well as study.

superintendent and state superintendent of public instruction.

Practical and Attractive

The Cahokia Commonfields High School building is not only functional and flexible but also beautiful — one of practical value in organizing a workable educational program. It is quadrangular in shape with an open court in the center. The gymnasium extends from one corner and classrooms for junior high classes from another. The junior high section is a one-story structure with concrete footings and structural steel heavy enough to carry a second floor. The roof over this area is of concrete, the same thickness as the flooring on the second floor; when the addition is made, the work can proceed without interruption of schoolwork on the first floor level.

The offices, library, and study hall are located near the main entrance and form the heart of the plant. Academic classroom space is located nearby on the first and second floors; the special areas are located at the ends and back of the building. These special areas include rooms for homemaking, art, music, physical education, industrial arts, business education, as well as the kitchen and dining hall. A building of this kind offers facilities for general instruction which all students receive in common and also special training according to individual interests and abilities.

Up-to-Date Equipment

Since there was no high school or junior high school in the district, all furniture and equipment is new. All classrooms are equipped with blond-finished, tablet arm chairs which match the teachers' desks. Each room also has a teacher's supply cabinet and wardrobe, metal filing cabinet, electric clock, green chalkboards, cork bulletin boards, intercommunication system, maps, globes, and charts. All classroom walls are in pastel colors suitable to the exposure and reflection characteristics of the individual room.

The furniture and equipment in the special areas are of the latest design to make possible the type of instruction desired in an effective educational program. The equipment and machinery in the industrial-arts department is of the heavy type making possible ready conversion for vocational education purposes when this becomes desirable and necessary.

Details of Construction

The foundation and footings are reinforced concrete, using independent column footings and grade beams. A complete steel frame is provided so the walls and partitions are supported at each floor by columns and beams. The floors and roof are also supported by columns and beams.

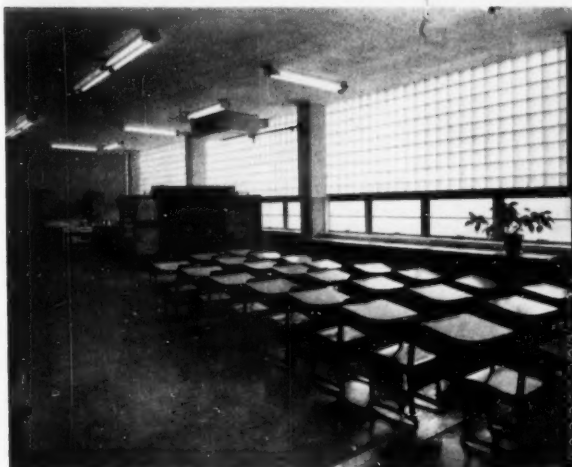
The first floor consists of precast concrete joists supporting a 2½-in. concrete slab which has corrugated metal as centering. There is a basement under a small portion of the building with crawl spaces under the remainder. The second floor consists of open web steel joists supporting a 2½-in. concrete slab with corrugated metal centering.

The roof is of steel joists supporting a 2½-in. gypsum deck. The component parts of this gypsum deck are ½-in. gypsum board laid directly over the joists and 2 in. of

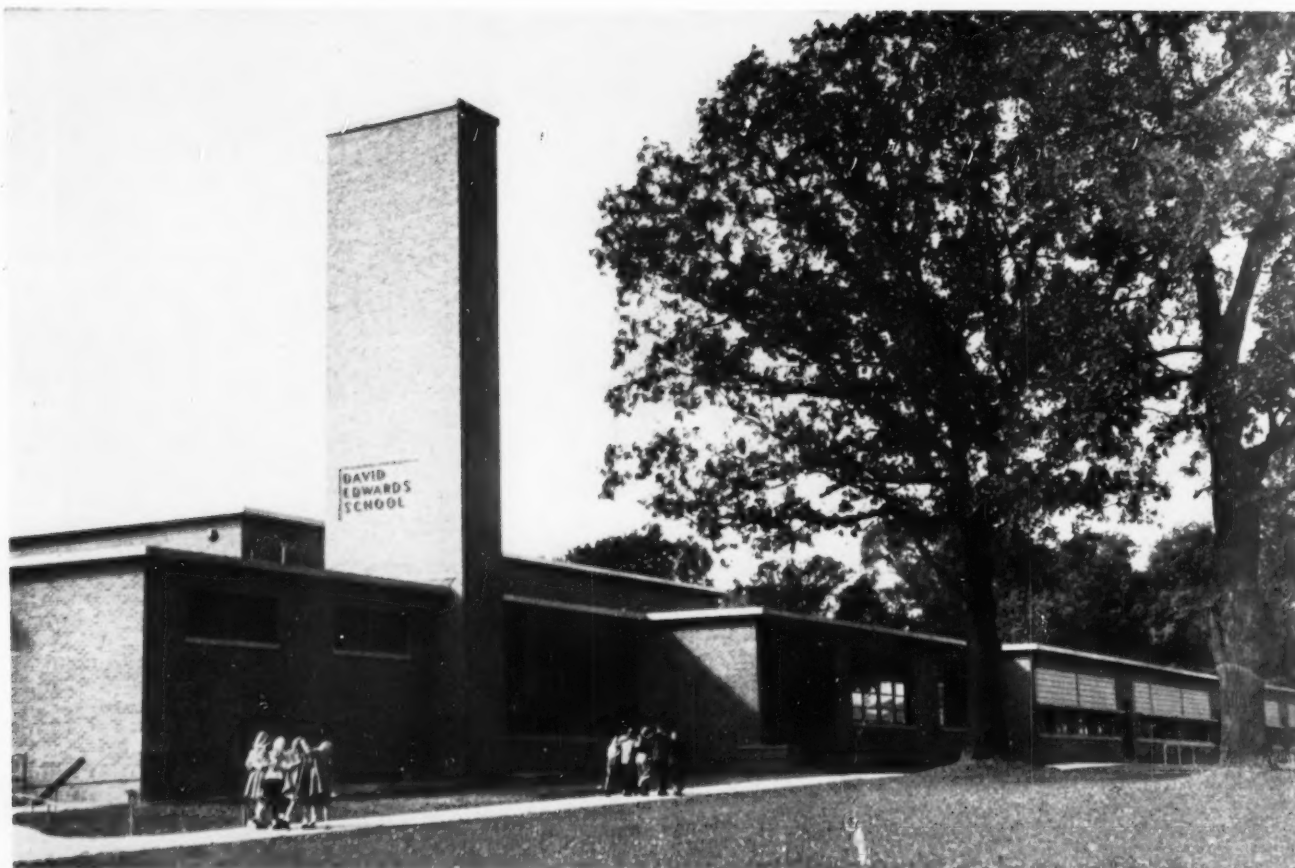
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This gymnasium serves temporarily for assembly purposes. The seating is in part permanent, in part demountable, in part movable.



(Upper left) Science lecture room; (upper right) well lighted drafting room; (lower left) lecture area of cooking room; (lower right) practice area of cooking room.



The David Edwards Elementary School, Ames, Iowa, is set in a grove of fine old trees.— Tinsley, Higgins, & Lighter, Architects, Des Moines, Ia.

Ames, Iowa, Enjoys —

A One-Story Building at Its Best

In November, 1952, the board of education of Ames, Iowa, dedicated the David Edwards Elementary School in honor of a deceased member of the board who had served for a period of 18 years and who was responsible for many of the forward-looking policies which the board of education has in effect in its elementary school system.

The Ames school authorities consider the elementary school period the most important in the life of the child and hold that comfortable, pleasant, and homelike surroundings are important contributing factors in the early development of the child. The new Edwards Elementary School is intended to provide an opportunity for teachers and children to carry on a balanced program of education and particularly to provide favorable situations in which every child can develop at his own best rate of growth.



Left: A classroom, looking toward the work area; right: the bulletin boards are in important aid in instruction.



Each classroom has a reading corner which is used for recreational reading and study.

The building is a one-story brick structure with interior walls of cement blocks. It rests on a floor of reinforced concrete.

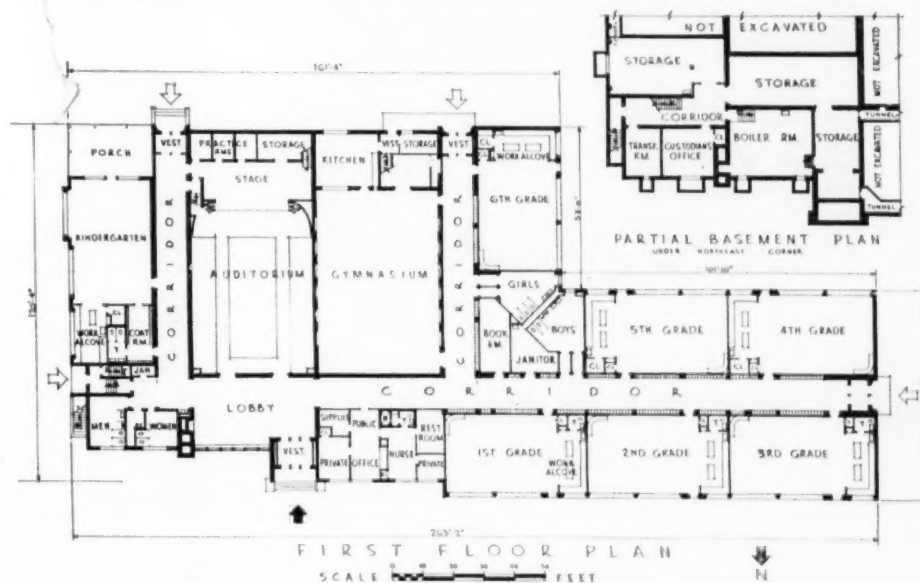
The classrooms, which are large and have ample space for 25 to 35 pupils each, are planned and equipped as self-contained units, providing all the necessities for the entire day's classwork, except for physical education and noon lunch. The upper half of each of the room-length windows is directional glass blocks above a continuous vision strip which is set in a steel frame. Except for the work areas, which have floors of end-grain wood, the finish floors in all classrooms are asphalt tile in a variety of colors which harmonize with the pastel shades of the plastered walls. The ceilings are of acoustic tile into which the fluorescent lighting fixtures are recessed. All rooms include green chalkboards and plenty of bulletin board space. A happy feature is a corner seat for the instruction of small groups. The classrooms have a work alcove fitted with a folding tool chest and workbenches, and a sink. There are ample built-in bookcases and cabinets for the storage of materials, supplies, and partly completed work projects. Each room is equipped with comfortable movable desks, chairs, and tables. Each teacher has a double-pedestal desk and built-in files.

The Auditorium has concrete block walls, tile wainscoting, an acoustical ceiling, and a concrete floor. It is fitted with opera chairs

with upholstered seats and veneered-wood backs. The stage, which measures 28 by 15 feet, is ample for simple dramatic productions by the pupil groups and serves for vocal and

instrumental classes and school assemblies. It is the meeting place of P.T.A. and neighborhood civic groups.

The All-Purpose Room accommodates the



Floor Plan, David Edwards Elementary School. — Tinsley, Higgins, & Lighter, Architects, Des Moines, Ia.



A working space is a feature of every classroom. Furniture and tools are especially selected to fit the age and size of the pupils.



The fine furniture contributes to the informality of the classrooms and is a very important aid to instruction and independent study.

physical education classes and is used for play during cold and wet weather. For lunch purposes it is fitted with tables and benches which fold back into the walls. The kitchen is equipped for cooking standard, hot noon lunches and serves adult groups for evening meals. At mealtime, the room seats 200 children or 150 adults.

The administrative area includes a large outer office, a smaller private office, a health room for medical inspection, and a small room

fitted with a cot and chairs to accommodate an ill pupil.

The building occupies a site of six acres, planned and fitted for school play and for all-year neighborhood children's recreation. The playground equipment includes swings, a giant stride, a jungle gymnasium, two baseball diamonds, an area for free play, and a sheltered area for small children to be hard surfaced later on. A concrete entrance drive permits school buses to enter the grounds for



An important part of the dedicatory program was a display of pupils' work in the auditorium.

unloading pupils and admits trucks to deliver materials and supplies. A parking area is arranged for the teachers and for evening visitors.

The educational planning was carried on under the direction of Supt. Harry R. McPhail and his supervisory staff. The architects were Messrs. Tinsley, Higgins, and Lighter, Des Moines, Iowa. The playground and the planting were designed by Robinson and Parnham of Des Moines, Iowa.

JUMP IN SCHOOL STATE AID

The Council of State Chambers of Commerce at Washington, D. C., has issued an analysis of educational expenditures showing that the states of the nation have increased expenditures for school operation by 88 per cent since the close of World War II.

The increase was from \$2,707,000,000 in 1945-46 to \$5,084,000,000 in the year 1950-51. The per pupil jump during the period was from \$136 to \$224, a 65 per cent increase. As compared with an average increase for the nation of 65 per cent per pupil, a 78 per cent increase was reported for eight southern states.

Expenditures for school facilities have also increased substantially each year since the end of the war—from a total of \$111,046,000 in 1945-46 to \$204,739,000 in 1946-47; to \$1,014,176,000 in 1949-50; to \$1,253,048,000 in 1950-51. The upward trend is expected to be accelerated with the improved materials and labor supply situation anticipated when the defense spending begins to recede.

The Council's report is intended to be an argument against federal aid.

YUMA EXPANDS SCHOOL PLANT

The city of Yuma, Ariz., one of the fastest growing cities in the nation, has been faced with increased school enrollments during the past few years. The average daily attendance has more than doubled since 1945.

The school system has erected five new schools since 1948, and two new schools were completed and occupied in September, 1952.

In spite of the expansion, the board of trustees has found it necessary to secure additional sites for proposed new buildings in the future.



Main Entrance, Wilbur E. Sutton School, Muncie, Ind. — C. E. Hamilton, Architect, Muncie.

Muncie Honors an Editor in —

The Wilbur E. Sutton Elementary School

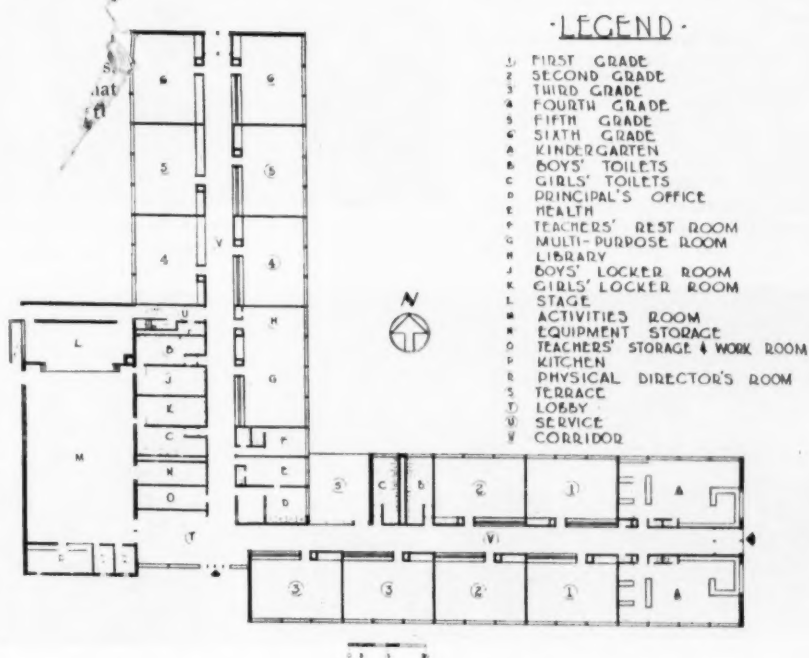
Muncie's newest elementary school building, the Wilbur E. Sutton School, honors in its name the former editor of the "Muncie Evening Press," a fervent campaigner for the rights of his fellow citizens, a man who for 32 years dedicated his work and his writing to build up a better community. The use of his name seems especially appropriate because so many elements in the educational philosophy and the instructional program of the school are practical extensions of Wilbur Sutton's philosophy of life. The building is truly dedicated to the education of the children it serves, and still more to the betterment of the adult neighborhood community and its people.

Herman Beckley, Director of Buildings and Grounds for the School City of Muncie, describes the building as follows:

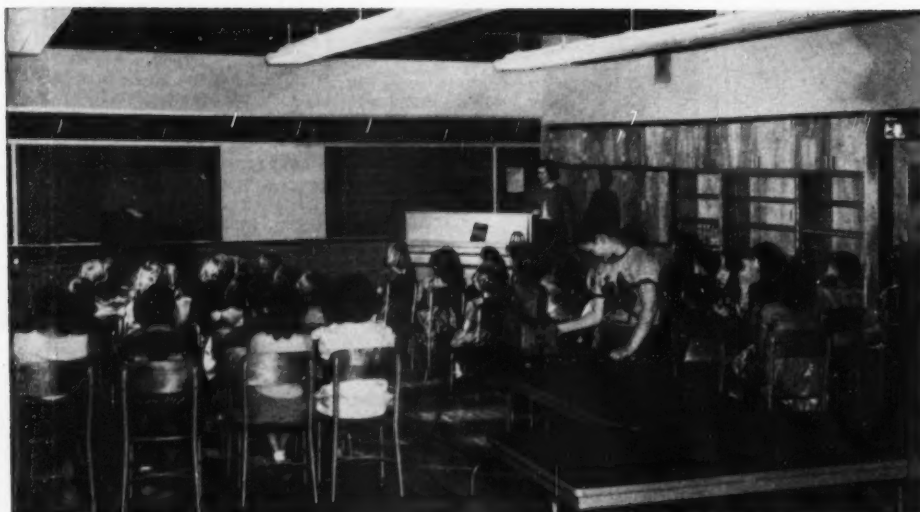
Located on a plot of ten and one half acres, this one-story, 15-room building presents many of the latest ideas in elementary school building design. The L-shaped building of structural steel framework is encased with concrete and masonry walls and has a metal-panel roof deck covered with a 30-year bond, built-up roof.

The exterior entrance doors and window frames are of aluminum. Doorways to the boiler and multipurpose rooms are of steel. Exterior walls of the building are faced with brick and have concrete block for the inner portion.

Glass-block panels above a clear vision



Floor Plan, Sutton School, Muncie, Ind.



Visual aids are regularly used in the instructional program.

strip form window areas to all classrooms, providing adequate, well-controlled natural lighting. Portions of the vision strip have ventilating sashes so that fresh air may be admitted to rooms. Window areas of the entrance lobby are thermopane glass, providing wide, clear vision and protecting against heat loss and frosting of the glass.

Classroom interiors demonstrate the most modern trends in elementary classroom planning. Adequate storage cabinets of natural birch are placed along the inner walls; entrance doorways are located in the center of this wall. Built-in cabinets, with sink and drinking fountain, are another feature. Green glass chalkboards and green cork display boards are on end walls. The wainscots are green glazed tile, and the floors are of natural finished maple.

In addition to the facilities of regular classrooms, the kindergarten has rest rooms, wardrobes, storage bins for pupils' materials, combination electric stove, refrigerator, and dish cabinets. The all-purpose room is equipped with a small stage and cabinets for storing reference books. This room is also equipped for audio-visual education activities.

The administrative offices, which are centrally located in the angle of the building "L," include a general office, a private room for the

principal, a health room, and a teachers' lounge. A feature is the public-address system with two-way communication to all rooms, and a complete program clock.

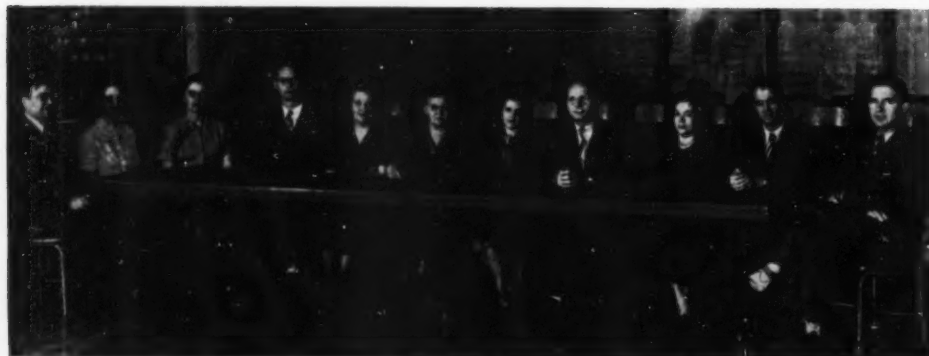
The building is heated by hot-water convectors, set along the outer walls of classrooms. Fresh air is circulated by a fan system and air ducts in all rooms. Air is preheated by steam coils to a controlled temperature of approximately 50 degrees. Provision for recirculation of the air in the rooms is taken care of by jets in the air ducts. Approximately two thirds of the air is recirculated. All rooms and corridors have automatic temperature controls. Steam for heating the coils and hot water is generated in two automatic package-unit type, low-pressure boilers, fired by fuel oil and gas.

Artificial lighting in the classrooms is furnished by three rows of fluorescent lighting. Rest rooms, storerooms, the boiler room, and the gymnasium are lighted by incandescent lighting.

Individual rest rooms are provided in the kindergarten; four toilet rooms serve all other groups. Public and teachers' rest rooms are



The Activities Room serves three purposes: (1) play and physical education, (2) assemblies, (3) noonday lunches.



Parents and teachers of the Sutton School co-operate for the welfare of the children. A committee of the P.T.A. poses for its picture.

provided. Shower and dressing rooms for physical education groups are located in direct connection with the large multipurpose room. Dressing rooms for the instructors are located in the multipurpose room.

Besides housing athletic activities, the multipurpose room has a large stage and kitchen; niches have been left in the exterior wall for future tables and benches. This room has been designed to serve group activities of both the school and community.

★ Montgomery, Ala. The board of education has five new building projects under construction. These include a Negro elementary school, costing \$245,000; a white elementary school, costing \$315,000; and additions to three further schools. A new senior high school is in process of planning, with the first section scheduled to be started in the summer of 1953.

The Care of Rubber Flooring

Dave E. Smalley*

Except in the larger, more elaborate buildings, rubber tile has not been adopted for extensive use in schools. Certainly no other type of flooring is more suitable. Rubber floors are quiet, exceedingly durable and easy to maintain; they have splendid decorative value.

Sometimes referred to as "the aristocrat of floorings," they are more expensive in first cost, but usually the difference in price is justified by the greater comfort and easier maintenance.

If you have one or more installations of rubber tile in your school buildings it is important that you know how best to care for them, prolonging their usefulness and obtaining maximum benefits. To help you reach these objectives we offer the following:

Although rubber tile is one of the most satisfactory of floors, it is more susceptible to certain injuries than other types. Rubber floors call for maintenance methods that differ somewhat from those for other floors. Thus, what is good for linoleum can be bad for rubber and, conversely, what is injurious to linoleum is recommended for rubber. Soaps suited to cleaning linoleum, for instance, can be detrimental to rubber; while alkalies which are ruinous to linoleum may be used safely on rubber.

Oil of any kind causes rubber to deteriorate. Oil and grease cause rubber flooring to become soft and spongy and to swell, a condition for which there is no remedy. Neither should vegetable oil or animal fat soaps be used on rubber, although The Rubber Manufacturers' Association now permits the use of such soaps where the solution used on the floor does not contain more than 1 per cent anhydrous ("dry") soap. One need not be an expert to know that 1 per cent soap, unless fortified with other cleaning agents, is completely ineffective on a very dirty floor.

Mild alkaline powders, such as modified soda, have been approved by the Association for many years for cleaning rubber floors. You will find these alkaline cleaners still on the Association's approved list, although its latest specifications say that the pH value (alkalinity) of a solution of the maximum concentration recommended (by the manufacturer) for use shall not exceed 11.6, and free ammonia shall not exceed 0.50 per cent by weight of the solution of the maximum concentration recommended for use.

If this sounds too technical, simply refer to the Association's approved list for the right

cleaners and follow the directions on the labels. The cleaners approved as safe for rubber floors may be depended upon. If you do not have a copy of the approved list, which also includes floor waxes, obtain it from The Rubber Manufacturers' Association, Inc., 444 Madison Ave., New York 2, N. Y.

Synthetic Rubber Is Durable

Before World War II, rubber floors were made of natural rubber, along with certain fibers, pigments, etc. During the war, when natural rubber became a war casualty, synthetic rubber was adopted. At first used as a necessary substitute, it finally became an advantageous replacement. Development of synthetic rubber finally produced a tougher, more durable product than the natural material. There had been no real control over the quality of the natural rubber, whereas the synthetic rubber can be standardized and kept uniform. Also, synthetic rubber seems less susceptible to oxidation which is the slow death of rubber.

While the rubber floors now being made are probably more resistant to abuse than the prewar product, they must be treated properly to get the most out of them. And what was and still is the proper treatment for the natural rubber floors, is also proper now for the new synthetic material.

One of the hazards of maintaining rubber floors is that faulty treatment, even abuse, is slow about revealing itself. Alkali used regularly on linoleum will make its damaging effects evident in a matter of days, and solvents on asphalt tile need only a matter of minutes. But the wrong maintenance materials can be used for weeks or even months on rubber tile, without causing signs of injury. Then, suddenly, the tiles here and there begin to soften and swell, and eventually to disintegrate. When a rubber floor begins to fail there is no known remedy. On the other hand, if it is properly maintained rubber flooring lasts indefinitely, and is one of the easiest floors to maintain. The original plate finish, which can be perpetuated if properly cared for, is resistant to ordinary stains of traffic and because of the floor's resiliency resists mars and scuffs from hard usage.

If a rubber floor has been maintained over an extended period with clear water mopping, there is an accumulated scum or stain on the surface, but it is so uniform as to be almost indiscernible. Clear water mopping removes most of the ordinary soil but leaves a little

each time, spreading it out over the floor evenly, until it finally dulls the colors.

There are two good processes for scouring a rubber floor. Scouring sounds like harsh treatment, but that is what the process amounts to.

One way is to scrub with an abrasive powder, taking a space about ten feet square at a time, removing the solution promptly before it has a chance to dry, and then proceeding to another space.

The other method is to use one of the approved cleaners and steel wool. If there is an accumulation of old wax on the floor, use No. 1 steel wool; if there is no wax, a finer grade of steel wool may be used.

The Occasional Scouring

Of course this scouring process is best accomplished with a floor machine. In fact, it is difficult to effectively maintain any considerable area of rubber tile without such a machine. These scrubbings or scourings, however, are recommended only for an occasional renovation. If applied too often, especially with the scouring powder, there is danger of dulling or removing the plate finish of the floor. This would make it more difficult to maintain the floor thereafter.

As for steel wooling, some of the rubber flooring manufacturers recommend maintaining their floors with a fine grade of steel wool. They offer this method in lieu of mopping or waxing because the fine, dry wool under a floor machine quickly removes the adhering soil and restores the satinklike sheen to the floor. This method is often used where waxing is prohibited.

For the routine cleaning of rubber floors you can safely apply the rule of The Rubber Manufacturers' Association which reads as follows:

Process: After brushing loose dirt from floor, dip and wring out mop in pail containing approved cleaning solution. Mop a small section of the floor clean. Rinse mop in a second pail of clear, cold water and wipe the section of floor clean of solution. Rinse mop in clear, cold water again and repeat whole process until entire floor is cleaned.

After floor has dried, buff thoroughly. Floor is now ready to polish* if all dirt and marks have been removed.

In the Association's approved list of solutions will now be found a predominance of synthetic cleaners. These products are sometimes referred to as "synthetic soaps." Actually

*By "polishing" the Association obviously means "waxing."

*Brazil, Ind.

they are not soaps at all, but are usually derivatives of sulphonated alcohol or sulphonated hydrocarbons and in their natural form are ideal cleaners for rubber floors. Being powerful wetting agents, they penetrate the scum and detach it as well as emulsify it, and they leave no residue of their own as soaps do.

They will not, however, remove old, hardened water wax accumulations no matter how much the manufacturers profess them to be wax strippers. Nothing will serve this purpose satisfactorily except the abrasive action recommended in the preceding paragraphs.

In scrubbing rubber tile, regardless of the materials or methods used, avoid an excess of water. The water will not injure the tile itself, but seepage in between the tiles will eventually loosen them from the underfloor.

Waxing: When the rubber floor has been thoroughly cleaned it can be kept clean much longer by waxing. Of course, only a water wax emulsion should be applied. Solvent type waxes, including paste waxes, are detrimental to rubber and should never be used. The wax is easiest applied with a lamb's-wool applicator unless the area to be treated is very large, in which case a short-strand cotton applicator enables the worker to cover the surface faster.

There are two methods for applying liquid wax to any kind of a floor. One is to use a shallow receptacle into which the applicator is dipped and then applied to the floor. This is the method suggested by the Rubber Manufacturers' Association. The other method is to pour the wax on the floor and spread it with the applicator.

Applying Wax

The former method may seem less wasteful and, if one man is working alone, it is more convenient than picking up the receptacle (usually a gallon measure) to pour out the wax. The pouring method has this advantage, however, which may prove more economical in the long run: No wax will be left in a receptacle into which the applicator has been dipped and which, if returned to the main supply, may cause spoilage of the whole lot. Bacteria on the floor if transferred to the main supply of wax, will eventually contaminate it, causing a complete loss. If the dipping method is used, it is better to throw away the leftover wax.

In applying water wax, do not rub it out too much, but spread it in a thin film. Allow the coating to dry hard, preferably for an hour or so, and then buff with a polishing brush. After which apply a second coat and when dry, buff again.

Two coats are recommended by the Association, not only to give better protection to the floor and a better gloss, but because two coats are less likely to be slippery than one coat. Even when a self-polishing wax is used the Association recommends buffing after each application.

If the wax wears off at points of greatest use, reapply on the worn spots only. Do not apply wax too often, without removing the old wax, or an accumulation will be built up with a "brownish" discoloration.

For regular maintenance avoid oily dust mops and, of course, never use oily sweeping compounds. Brush sweeping seems the best way to remove loose surface dirt, though vacuum cleaning does a more effective job. After the loose dirt has been removed, buff the floor with a stiff brush. Usually a dry scrub brush will serve for buffing, relieving the need for water cleaning. However, occasional damp moppings, using clear water, may be necessary, which process should not damage the wax coating.

Daily buffing of the waxed floor with a polishing brush will not only keep the floor clean but, by removing the mars of the day's traffic, will restore a uniform gloss to the wax.

Where floor wax cannot be used on the rubber floor, the manufacturers direct as follows:

After brushing loose dirt from the floor, dip and wring out mop in pail containing approved cleaning solution. Mop a small section of the floor. Rinse mop in a second pail of clear, cold water and wipe the section of floor clean of solution. Continue this process until entire floor is cleaned. After floor has dried, buff thoroughly. Frequent systematic buffings of unpolished [unwaxed] floors materially reduce the number of necessary washings.

A word of caution: Varnish or lacquer should never be used on rubber floors. A rubber floor represents a sizable investment, so it is essential that it be properly cared for. Especially if the floor is a new one, care should be taken to follow the directions of the Rubber Manufacturers' Association or the instructions of the maker of the floor. Otherwise, if trouble arises, the guarantee may be forfeited.

Good rubber tile, properly cared for, should last almost the life of the building.

Citizens Help School Board

David G. Peterson*

In September, 1952, the Cedar Rapids, Iowa, school board presented a bond issue for 7½ million dollars to the city's voters, and the proposal was defeated by a "No" vote of better than 60 per cent. In Iowa school bond issues must be approved by not less than six tenths of the voters.

The bond proposal called for the construction of two new high schools, at a cost of approximately 3½ million dollars per school, plus one new 13-room elementary school, and additions to five other grade schools.

A small group of local people, the writer included, got together to see what could be done as responsible citizens, to aid the board of education in what we considered a critical schoolhousing situation. We were very much aware of the rapidly worsening overcrowded condition of the elementary schools.

One of the first things we did, sharing the expense among us, was to take a post-card survey of a random sampling of one thousand citizens. We regretted that we could not make a larger survey, but our means were limited. The procedure used to obtain a random sampling was a selection of ten names from each page of the local telephone directory.

Simple Questions Asked

The cards were the perforated double type so that the recipients could tear off one half and return it postage free. We secured a mailing permit to simplify and lower the cost of the mailing.

The simple and brief questions on the card read as follows:

1. I voted *Yes* — or *No* — on the recent school bond proposal because: (Here space was left for the recipient to elaborate on his vote if he so desired — a considerable number of them did so.)
2. *As of now*, I would vote as follows on a new school bond proposal:

*Cedar Rapids, Iowa.

For two new high schools YES.... NO....
For new elementary schools where needed YES.... NO....
For additions to schools where needed YES.... NO....
For a tax increase to pay for new schools .. YES.... NO....

We received 175 return cards, which is a small number for a survey, but it represented a response of 17.5 per cent which could be considered satisfactory. Most important, the results obtained in our poll agreed with the voting on the subsequent new bond proposal, which convinced us that our sampling had been random.

The tabulated results gave us the following response percentage:

1. Voted "No" last school bond election.... 57.9
(This was within 2 per cent of the actual voting result and served as a check on the randomness of the poll.)
2. *As of now* favor:
Two new high schools..... "No" — 56.7
(Compare this with the results on No. 1 above.)
New elementary schools where
needed "Yes" — 77.5
Additions to schools where
needed "Yes" — 82.9
Tax increase to pay for school
construction "Yes" — 69.5
(This last question separated the sheep from the goats.)

The Results Analyzed

It was immediately apparent from the survey results that the bond issue had foundered on the proposition to build two new high schools. Comments on the questionnaires indicated that there were several major reasons for this:

1. Many citizens did not like the idea of changing the present four high schools into junior highs and overflow areas to accommodate children crowded out of the elementary schools

2. Many parents felt that their children would have less opportunity to compete in

athletics and other activities in two high schools as opposed to the present four.

3. The greater travel distances which would be involved for children in the high schools and the grade schools did not appeal to many of the citizens.

4. Other persons felt that grade school children should not be moved in with junior high school students.

Since almost 70 per cent of the replies indicated that the people would favor a tax increase for building new schools, and about 78 per cent favored new elementary schools, we felt definitely that an elementary building program rather than a high school program should succeed. The survey cards were turned over to the school board for consideration.

When a new bond proposal was submitted to the voters last March 9, 1952, providing for the construction of five new elementary schools and additions to six others, at a cost of \$2,750,000, the favorable vote carried by a majority of 67.6 per cent.

Vote Checked With Survey

So our survey had checked mathematically on two counts. The replies were divided between "Yes" and "No" voters within 2 per

cent of the actual vote on the defeated proposal. And the poll indicated that 69.5 per cent would approve a building proposal carrying a tax increase with it, while the actual vote turned out to be 67.6 per cent.

However, in spite of this close result, we make no claims that our survey was definitive or mathematically valid—we shall leave those determinations to the professionals.

We do definitely feel, though, that our poll was helpful and at least was an indicator in our situation. For those who have the time and the money available, undoubtedly a comprehensive professional survey is to be preferred. And I know that we wished we could have sent out 5000 or 10,000 questionnaires rather than only 1000.

We did the best we could under the circumstances and offer our experience to others for whatever it may be worth. Disregarding the mathematical results of any survey, the procedure can contribute to the bettering of relations between any school board and the citizens of the community. The sales executives of General Motors know what they are talking about when they say that their public opinion questionnaires help to give their customers the feeling that they are

assisting in building the car they're going to drive. This public relations technique can contribute greatly to the solution of the critical school problems which now face practically every community in America.

LIFE OF SCHOOL BUILDINGS

A new research project at present in progress at the University of Michigan, Ann Arbor, takes up factors which influence the life cycle of school buildings. The one-year study, financed by the Michigan Memorial-Phoenix project, is supervised by Frederick Gutheim, research and planning consultant for the College of Architecture and Design.

The study seeks to help school boards, consultants, planners, and architects to make better decisions in the planning of school systems and in building design. Comprehensive planning of the location, size, and character of schools and designs allowing greater flexibility in the use of buildings are some phases which the study will investigate.

Two members of the University's architecture faculty are participating in the study. They are A. Benjamin Handler, associate professor of planning, and Joseph T. A. Lee.

A Town and a County Board of Education



Upper Picture

District No. 4 Board and Administration, Walsenburg, Colorado. Left to right: Arthur Benine, secretary; Joseph Krist, treasurer; Merle V. Chase, superintendent; James Phipps, member; Dr. C. A. Brunelli, president; John S. Mall, elementary school principal.

Lower Picture

Huerfano County High School Board and Administration, Walsenburg, Colorado. Left to right: Merle V. Chase, superintendent; Fred Paddock, president; Frances Nelson, secretary; George Pepper, Jr., member; Wendell Beard, junior-senior high school principal; Harry Capps, member; Dr. C. A. Brunelli, treasurer.



A COLORADO COUNTY MAKES PROGRESS

The Colorado state legislature, in 1949, passed a law designed to provide a method of reorganization of the school districts of the state. Since the operation of the law many county committees have been able to make real progress. In Huerfano County this was especially true; there 14 districts were consolidated into one. The consolidation was effected by a reorganization of the districts and by a reorganization of the administrative management of the schools.

School Dist. No. 4, in Walsenburg, which is the mother district, comprises 256.72 sq. miles, has a valuation of \$6,036,212, and has a county high school operated as a part of the local system.

The American School Board Journal

Edward A. Fitzpatrick, Guest Editor

SCHOOL BOARDS AND ACADEMIC FREEDOM

The notion that enters most often into the contemporary discussion of education, particularly when criticism and investigation of education are involved, is freedom of teaching or, as it is most often called, "academic freedom." The discussion assumes the general acceptance of the idea, particularly on the university level, but it is more or less implied in the discussion of all levels. On the university level, there is no doubt that in the advancement of knowledge the teacher must be free to follow the truth wherever it leads. He must be free to challenge whatever has been accepted. In his classroom he must be free to state his conclusions, give their basis, and leave his students free to accept or reject, according to their lights. There is little difficulty or difference of opinion on this level, particularly as understood in the universities, but the problem has had not too careful discussion on other levels, particularly on the level of elementary and secondary schools with which school boards are more intimately concerned.

Professorial Competence a Basis of Academic Freedom

The claim for academic freedom for the teacher has as its foundation scholarly competence, and this freedom is limited to the area of this competence. However, if all university teachers were really competent, there would be hardly any issue of academic freedom. If they were well grounded in their subject, acquainted with the methods of scholarship, including the verification of them, presented each point for whatever it was worth, it is difficult to see how, in a free society, any problem could arise, however heterodox the conclusion.

Four Situations of University Teachers

The problem of academic freedom might possibly arise in four situations with reference to the teacher. They are: (1) what he says in the field of his competence in the classroom, or (2) outside his classroom, or (3) what he says in another field of knowledge inside the classroom, or (4) in public. In cases 3 and 4 he has only the rights and privileges of any other citizen, so likewise in case 2. It is in case 1 that the privilege of academic freedom is truly his.

Academic Freedom Essential for Advancement of Knowledge

In the highest level of education, including research and instruction, the high

privilege of academic freedom must be *protected* and guaranteed to the competent. It is interesting to note in this connection that in the famous opinion in the Struik case, the President of the Massachusetts Institute of Technology pointed out that the Communist teacher was not competent because he was not free. He said:

The Institute also wishes to make it clear that it believes that the teacher, as a teacher, must be free of doctrinaire control originating outside of his own mind. He must be free to be critical and objective in his own way, and above all he must work in the clear daylight without hidden allegiances or obligations which require him to distort his research or teaching in accord with dictates from without. If a teacher were found to be subject to improper outside control in his teaching, the Institute would regard him as incompetent.

The American Association of Universities in its statement says that the professor owes his colleagues in the university

complete candor and perfect integrity, precluding any kind of clandestine and conspiratorial activities, and to the public, equal candor. Failure to meet his public responsibility in this regard raises a question about his fitness, and lays upon the university an obligation to re-examine his qualification for membership in its society.

Teachers in Lower Schools Must Be Educated Persons

The ordinary college and high school teacher is not, in any strict sense, in most cases, "competent" as is the university teacher who is dedicated to the advancement of knowledge in a limited field. Nor does the ordinary teacher have to be. Appreciation of research, some understanding of its methods, and a knowledge of its major results should be a part of the college and high school teacher's equipment, but not the highly specialized knowledge of the researcher. A more important qualification for the high school and college teacher is a broadly based liberal or general education. The function of the college and high school teacher so far as knowledge is concerned is its distribution. This will ordinarily be knowledge that has been established and verified.

Discussion of Controversial Issues in Schools

For these teachers, the problem is not in the university sense a problem of academic freedom, it is a problem of fair play and objective presentation, of the use and application of knowledge. It arises, if at all, most sharply in the areas of public controversy. In the sixteenth century it was largely in the area of religion, which continues to this day. In the nineteenth century it was the natural sciences; in the twentieth century it is the social sciences. What is involved today is not so much a theory of knowledge as a theory of social action, or a social action program.

Repression and the Educational Purpose

The history of freedom of teaching in American schools, according to Howard K. Beale, reveals efforts at repression in vari-

ous forms and in different environments. At times it assumes sectional guises or wears a social, moral, or economic garb. The great thing to remember in the contemporary situation is that social change as well as social stability will depend on the kind of persons the educational system is producing, their conception of human life and of the human being, of the social process as making a better human being, and their capacity to think clearly, to see life steadily, and to see it whole and even *sub specie aeternitatis*. In short, the main problem of the school is the faithfulness of the school to a worthy educational purpose in a dynamic technological, democratic, but always human civilization.

Three Responsibilities of School Boards

There are three responsibilities in the field of elementary and secondary teaching which school boards must keep in mind. They are: (1) the purpose of education on the elementary and secondary school level, (2) their agency for the society which supports the schools, and (3) their position *in loco parentis* for individual children.

Increasing Responsibility and Capacity of Students

An introductory word may be said before discussing these points. As children grow in years, and we trust in wisdom, they become, as students, more able to assume the responsibility of their own education. This is particularly so in the university, and it is also so legally, for they are as a rule over 21 years of age. If we accept, as we do, the theory that the process of education itself is necessarily one of self-education, then a university student is in quite a different status from that in which the more immature elementary and secondary school pupil is found. In other words, the university student has, in himself, resources that will protect him from the vagaries and idiosyncrasies of incompetents or propagandists who strangely enough find their way, not only into our lower schools, but into the very highest.

The Aim Is Education Not Scholarship

Now to our first point: the function of education on the elementary and secondary school level is in terms of the formation of human beings rather than mere knowledge. Scholarship is, as Thorstein Veblen said, in a lower category than the general education for citizenship and practical affairs. He says:

Doubtless the larger and more serious responsibility in the educational system belongs not to the university but to the lower and professional schools. Citizenship is a larger and more substantial category than scholarship; and the furtherance of civilized life is a larger and more serious interest than the pursuit of knowledge for its own idle sake. But the proportions which the quest of knowledge is latterly assuming in the scheme of civilized life require that the establishments to which the interest is committed should

not be charged with extraneous matters that are themselves of such grave consequence as this training for citizenship and practical affairs. These are too serious a range of duties to be taken care of as a side issue, by a seminary of learning, the members of whose faculty, if they are fit for their own special work, are not men of affairs or adepts in worldly wisdom.¹

The School Board's Responsibility to Society

Our second point is the relation of the school board to the society which elected it, whom it represents, and for whom it acts. Obviously a school board must operate within the framework of what we, in the United States, call, without too clear specification of what we mean, the American way of life, though, of course, we recognize wide deviation from it. The school board more specifically acts for the respective community it represents within the general framework of the laws of the state. Obviously, too, the creation of such a board with such responsibility was not intended to destroy its creator. The educational program for which the school board is finally responsible must help achieve the community purposes within the framework of the American way of life.

The School Boards in Loco Parentis

But there is still a third responsibility of the school board: It is the responsibility of the school board to the individual parent. The teacher, the superintendent, and the school board act *in loco parentis*, that is, in the place of, and for the parents. This, in a minimum way, means that nothing harmful or injurious to the child shall incur in the school. On the positive side it means that the laws of the state regarding the curriculum and other things shall be faithfully carried out, and the customs of the community shall be respected and the personality and welfare of the child promoted. The opportunity and privilege of education in the community shall be fully available to all children. The parent naturally shall be free to protest any action he or she regard as harmful or unwise.

The Issues Need To Be Discussed

Naturally there is no finality about the present discussion, but it attempts to raise issues and to point out applications which practically all of our contemporary discussion overlooks. We are too glib with the vocabulary of higher education and think we are talking about *all* education.

— E. A. F.

¹Vehlen, Thorstein, *The Higher Learning in America*, p. 21.

DECISION DELAYED

The U. S. Supreme Court, after many months of delay, has put off until next fall its decision on the public school segregation cases. The court listed five questions which it desires the attorneys to discuss in a hearing to be held October 12. The court is evidently concerned with the possibility of invoking a gradual elimination of segregation of Negro and white children in the South.

Better, Not More —

How Much Democracy?

Virgil Bozarth*

There is more confusion than most educators admit, about "how much democracy" there should be in the instruction, control, and management of pupils of the public schools. Should all be treated alike? What of the underprivileged? Should rewards depend on effort and initiative? Should there be qualifications for student-body officers? To what extent should students be "passed along"? What shall we do about the complaint "I'm not interested"? Is it democratic to insist on obedience to authority? What of rights, duties, and responsibilities? These questions, and others like them, indicate confusion in the minds of school people. The confusion grows out of varying concepts, and poorly formed concepts of what constitutes democracy.

"All men are created equal" will start an argument in most gatherings, including groups of educators. There will be those who will insist that this saying is literally true and who will vociferate on the subversive nature of any questioning of its literal acceptance. It is quite possible that these same people will strongly embrace the principle of individual differences as an axiom of modern education. Obviously, here is some loose thinking. We will have to think of people as entitled to equal respect and opportunity, as far as abilities permit, but not as created equal in capacities.

It is said that the schools should give full consideration to the underprivileged. The schools should offer opportunities, and all should have the privilege equally of availing themselves of these opportunities in accordance with their capacities and ambitions. This does not mean that one who cannot carry a tune should have the lead in the school musical production. It does not mean that the "little shrimp" (even though his midget size be no fault of his own) should have the fullback spot on the football team. In the sense used here, schools should not take care of the underprivileged, they should take care that privileges are available to all.

Privilege and success are not synonymous. Schools should offer the privilege of opportunity for success and help, and encourage all to find a field, or fields, in which they can attain an acceptable degree of success. However, the success of the pupil will in the last analysis depend on the individual. Reward according to initiative and effort is one of the privileges of living in a democracy.

Leadership Requires Qualifications

There are those who insist that there should be no qualifications for participation as a

*Principal of the Junior High School, Martinez, Calif.

leader in the faculty-student co-operative government of the school. One cannot help wondering if those same people feel we have the quality leaders in adult public life we should have. Qualifications for student-body officers are necessary to make it more likely that the school have qualified student leaders. The qualifications should be within the reach of the students, and the school should encourage and help all who are interested to meet the qualifications. Qualifications as a training device for democracy will exist primarily as a means to raise the quality of leaders, not to shut out of competition those who do not, at the moment, meet the requisites for candidacy for a position.

Schools should strive always to be eminently fair in their dealing with, and treatment of, young people. The democratic process is one of give and take. We are to train students in the ways of democracy. School people will be failing in their jobs if they allow pupils to take too much without giving. This applies, among other things, to passing and failing. A student has no right to pass unless he has contributed a reasonable minimum effort *consistent with his ability*. Some say "students have the right to fail." Something for nothing, even if it be only a mark on a card, is not good training for manhood and for citizenship in a democracy.

"But I don't want to take it! I'm not interested." Fortunately one hears this from students in reference to required courses less often now than a few years ago. Interest in school subjects is desirable. Dull studies are not necessarily valuable. Instruction should be made as attractive as is reasonable and practical. Teaching should impinge on as many receptor senses as possible. However, the fact remains that students are, in general, not well qualified to say they are interested, or disinterested, in a subject until they know considerable about that subject. Also, although medicine does not have to be bitter to be beneficial, it certainly is true that we all have to do some things we dislike; also, we all find it essential as well as profitable to know some things outside our favorite fields.

Authority Part of Democracy

Recognition of duly constituted, and properly administered, authority is part of democratic training. The best kind of discipline is a kind of self-discipline born of reason and a sense of fair play. It is a fact, however, that public school teachers deal with some children whose backgrounds or immaturity, or both, make it necessary to impose disciplinary

measures. Stern disciplinary action should come, generally, after explanation, reasoning, and appeal to judgment but, when found necessary, should be absolutely certain and severe enough to bring obedience. Such is not too much democracy. Not to insist on recognition of the authority of the teacher is too much anarchy. Regulatory measures are necessary for our mutual rights, convenience, and protection. Imposition of disciplinary measures will be necessary to teach this phase of life in a democracy to future men and women—the citizens of tomorrow.

School people need to recognize clearly, and impress students thoroughly, with the fact that rights in a democracy have companion responsibilities. School people with poorly organized classrooms, or schools, have been known to rationalize by saying something about having a "positive dynamic school instead of a smoothly running negative one." True, military order and atmosphere usually are undesirable in a public school. However, order and efficiency and training in these characteristics are highly desirable in a democracy. Certainly a smoothly running school is more likely to be a positive influence to orderly habits and to industrious attitudes than is a loosely run, poorly organized one. We have the rights in our democratic land of life, liberty, and pursuit of happiness. But we have the duty and responsibility to refrain from actions that may harm or unfairly restrict the lives of others. We must be careful that students exercise good judgment in the enjoyment of their liberties to the end that they not unduly restrict the lives of others. Confusion and poor organization in a school may aid and abet the ignoring of the rights of those who wish to work under quiet and orderly circumstances. We have the right to pursue happiness but, also, the duty that in this pursuit we consider the happiness of others. We have the right to own property, but also the responsibility as men and citizens in a democracy to respect the property rights of others. Students need to be made thoroughly aware of these things.

Better—Not More Democracy

It is to be noted that there has been no contention here that we have too much democracy in schools. There has been contention that there has been, and is, confusion in the thinking about what constitutes democracy and some contention that schools have at times had too much of what democracy is not.

It is further to be realized in thinking of the problem, and problems, posed here that little about democracy is hard and fast. When it is said that democracy includes (as it does) the "delegation of authority to the wisest and best" much room is left for definition, discussion, and the exercise of judgment. Human beings, presumably, have the intelligence to reason and the free will to make choices. On such things as the room for definition and discussion, the exercise of judgment, the power of choice, are based the dignity of the individual and the concept of democracy.

(Concluded on page 57)



SCHOOL BUSINESS ADMINISTRATION

SCHOOL BUILDING CONSULTANT SERVICES

The planning of a functional school plant is a complicated process if the end product is to fulfill all anticipated goals. Sometimes necessary budgetary limitations deprive school districts of their inherent rights and privileges, while neighboring districts can plan lavishly due to unlimited finances.

School administrators and boards of education will be interested in a unique school building consultant service initiated in the schools of San Mateo County, Calif., under the direction of James R. Tormey, county superintendent of schools. In 1950, Superintendent Tormey placed upon his school staff a consultant, A. H. Glantz, who had enjoyed several years' experience as an educator and school administrator in addition to experience as a planning expert and supervisor of construction in an architect's office.

The San Mateo County school planning consultant's service covers all phases of the expansion problem in the county. Assistance is given by Mr. Glantz in site selection, in the preparation of educational specifications, in processing state forms to obtain state financial assistance, and as a liaison official in scheduling meetings with the state field representative. The services of the consultant are sometimes loaned to a district which does not have sufficient funds to employ a building inspector and is in need of this service to permit the construction of a school building.

The county building consultant conducts classes for custodians at various adult centers in the county. The course covers all phases of custodial work, including periodic or summer maintenance programs pertaining to working schedules, proper use of tools, and building and grounds hazards.

Since bidding is greatly affected by fluctuating building and bidding activities, a pool of information has been set up in the county office, under the direction of Mr. Glantz. Advance information on bidding, including dates and estimated costs, is gathered from school districts, builders' exchanges, and other sources. The data are recorded and are available to any district as a guide in calling for bids.

Finally, the most important duty of the consultant is the checking and approving of school

building plans. True economies can be effected in revealing false economies which might result in higher maintenance costs and in the discovery of violations of construction practices. Again it has been possible to detect poor traffic patterns which might adversely affect the proper functioning of the school plant, the discovery of incorrectly designed windows, and inadequate or poorly located storage rooms and custodial quarters.

The county office moreover has the duty of providing proper counseling and checking service. The cost of such service is negligible when the costs are prorated among the districts served by the office.

TEXTBOOKS SAFE

The American Textbook Publishers Institute, through its secretary, Lloyd W. King, has issued a statement, rejecting recent charges that the nation's textbooks contain subversive or un-American material. The statement was signed by 70 publishers doing about 94 per cent of the country's textbook business. The publishers hold that the small business nature of textbook publishing and the highly competitive system under which textbooks are written, produced, distributed, and selected has provided, and will continue to provide, adequate safeguards against the deliberate introduction of harmful or subversive material.

SCHOOL PROGRAM PUBLICIZED

The Post-Star of Glens Falls, N. Y., on Tuesday, April 21, devoted four pages of its issue to a report on the \$3,000,000 school building program for Hudson Falls, N. Y.

The complete report, compiled for the Hudson Falls Central School District Board, by Dr. N. L. Engelhardt, educational consultant, outlines and discusses the school building needs of the district and proposes a \$3,000,000 construction program.

BUILDING PROGRAM

The board of education of Ann Arbor, Mich., has taken active steps toward the beginning of a school building program, estimated to cost \$7,650,000. The program will be opened with the construction of a new high school, a new northwest elementary school, and additions to two schools. Messrs. Colvin, Robinson & Associates, Ann Arbor, are in charge of the plans and specifications.

PARENT CONFERENCES

The public schools of Colton, Calif., are this year using parent conferences in place of report cards. Report cards are, however, sent at the end of each semester.

A comprehensive school exhibit and information center was recently installed in a vacant store building. The exhibit served to publicize the work of the schools and their program during the Public Schools Week.

Beginning with September, 1953, children in the seventh and eighth grades, regardless of racial background, will be housed in one building. Previously children of Mexican parentage attended school in a separate building. A new school building will be completed and occupied in the fall.

COMMUNITY AND EDUCATION

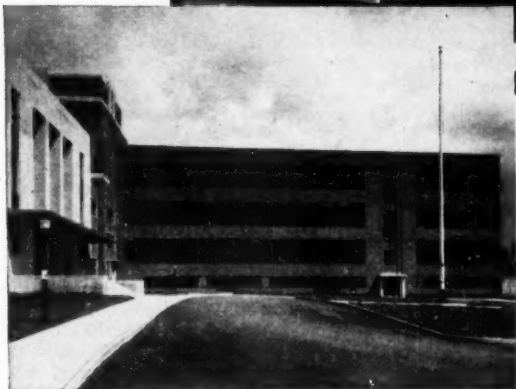
"The community elects its representatives to the local school board, which formulates broad policy as a delegated agent of both the community and the state. The school board is thus held responsible by the state for fulfilling the minimum requirements it has laid down. The board is also held responsible by the citizens of the community to establish the kind of school system they want to have. Within the broad pattern laid down by the state, the local community, then, is given the possibility of working out an educational program which fits the needs of the local community as its citizens see these needs."

—PASADENA, CALIF., SURVEY.

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SCHOOL BOARD NEWS

PROMOTE PROFESSIONAL ATTITUDE

The board of education of Bloomington, Ill., is pioneering in a program to build a constructive professional attitude in those who teach in the schools. One phase of the effort is a recognition service given annually for teachers who have served the two-year probation period and are given contracts with state-protected tenure provisions.

George N. Wells, superintendent of the Bloomington schools, emphasizes that tenure legislation is not fundamentally for the benefit of the teacher but for the children and the public. The purpose of tenure, he says, is to promote the cause of education, and members of the profession are in reality its indirect beneficiaries. Competent teachers, he explains, who feel secure in their jobs and who are dedicated to teaching, will make the schools better.

This effort to impart the real meaning of tenure to newly recruited teachers in the system must result in better teaching in better schools.

PAGEANT FOR SCHOOL DEDICATION

Instead of having a dedication program upon the completion of a new \$500,000 elementary school building in the Rockingham, N. C., city schools system, open house was held as soon as practical after the building was occupied. Then, at the end of one year of occupancy the building was formally accepted by the board of education with a suitable program. In connection with the acceptance of the building the pupils staged a historical pageant portraying "The Story of Education in Rockingham"; present and former board members were presented with certificates of appreciation for their services to the schools; and a bronze sculptured portrait of a former superintendent, L. J. Bell, for whom the building was named was presented to the school.

Supt. J. E. Honeycut reports that those concerned with the program like the idea of having an acceptance program after the school is organized and operating better than having a dedication upon the completion of the building. The open house and acceptance offers a better opportunity to use children in a meaningful program, comes at a time when the school is less disrupted, and affords the school two opportunities instead of one to get parents to the school.

With the exception of one member who was ill, all present and past living members of Rockingham school boards were present for the ceremonies.

NEW JERSEY SUPERINTENDENTS

The Administrative Center of Teachers College, Columbia University, New York City, has issued a statement on a study of 247 New Jersey superintendents. The study found that approximately 11 per cent of the superintendents were new to their positions in the school year 1951-52, while 71 per cent were on tenure, serving the fourth year or longer in their present position.

A total of 140 superintendents, it was noted, were serving in their first position as superin-

tendent during the year 1951-52; 60 had served in at least one other superintendency in the state; while 47 others had served in at least one state other than New Jersey.

The average age at which superintendents were elected to their first position ranged from 28 to 37. The median age ranged from 33 for superintendents holding a doctorate, to 37 for those holding a bachelor's degree.

B.I.E. DAY IN AKRON, OHIO

The second B.I.E. Day was held in Akron, Ohio, May 13, and has been acclaimed by school people as a day of better understanding—a day for the teachers and pupils to observe the actual operation of business and industry. The second observance was even better than the first in 1952 and proved an excellent demonstration of community co-operation at work. The chamber of commerce and local firms sponsored the program, assisted by Cyril Jones of the school staff.

RELEASED TIME REGULATIONS

The board of education of Providence, R. I., has received a report from its advisory committee on released time for religious instruction, together with a set of regulations approved by the committee. The regulations are as follows:

1. Absence of a pupil during school hours for religious education will be excused upon request in writing by the parent or legal guardian of the pupil.
2. The request of the parent or guardian of the pupil for the release of the pupil for religious education must include the naming of the center to which the pupil is to go for religious education.
3. The instruction must be had outside of the school buildings and grounds or any other properties or grounds controlled by the school system.
4. The courses must be maintained and operated by or under the control of a duly constituted religious body.
5. Pupils must be registered for the courses at the center and a copy of the registration must be filed with the school authorities of the school which the pupil attends.
6. Reports of absences from courses must be kept at the centers of instruction and filed with the principal or teacher at the end of each week.
7. Released time absence shall be for not more than one hour each week on a day and at an hour of a

session to be mutually agreed upon by each school and the centers at which the religious education is to be given. The hour of release at any given school must be the same for all religious groups.

8. The pupils shall be released in the usual way and shall be met at the edge of the school grounds and conducted to the centers of instruction by qualified persons provided by the centers.

9. No public funds are to be used in promoting or administering released time religious education and no employed personnel of the public school is to use his or her time in furthering in any way the released time program, except as it may be necessary to maintain discipline at the time of the dismissal and return of pupils and in keeping of records of release.

10. There is to be no supervision or approval by the public school officials of teachers or materials used in religious education at the centers nor is any credit to be given by the public school officials for attendance on or work done at the centers of religious education.

11. A program for religious education may be initiated by any religious body or bodies, i.e., church, churches, or duly constituted organizations of churches, in co-operation with the parents of the pupils concerned, and in accord with the agreements set forth in the statement.

12. The centers for released time religious education should not as a general practice be removed from the public schools they serve by a distance greater than can be walked by the pupils in ten minutes. Under certain circumstances, at the request of parents and where transportation is provided by parents or church, this provision can be waived.

13. No arbitrary age group for released time religious instruction is set, but it is proposed that the program be initiated in grades four through nine, inclusive.

14. Three unexcused absences duly reported by the principal of the center to the parents and to the public school which the pupil attends disqualifies the pupil for further participation in the program. A reopening of the case must be initiated by the parent or guardian with the approval of the principal of the center.

15. Pupils remaining in the schools during the released time period must be given significant educational work. This includes reviewing of the grade courses of pupils and creative activities of an extracurricular character.

16. Liability on the part of Providence school employees ceases when the pupil leaves the school premises.

BERKELEY'S INVESTMENT IN YOUTH

The board of education and the citizens of Berkeley, Calif., are extremely proud of their new school buildings, made possible by the passage of a \$7,996,000 bond issue. Five new elementary schools and a kindergarten-primary school have been completed, as well as additional facilities at three junior high schools, and a new high school community theater and "little theater."

The high school community theater, considered one of the finest of its kind in the United States, consists of three parts; the large, circular, main theater seating 629; and an east wing containing music and drama classrooms and radio equipment. The stage is 55 by 100 feet. The east wing consists of a radio control room, radio and television broadcasting room, a band room, a choral room, a drama room, a piano room, practice rooms, and a green room. The building, planned and erected by Messrs. Gutterson and Corlett, architects, cost \$2,760,000.

ISSUE SCHOOL NEWSPAPER

The public schools of the Hayward elementary district, Hayward, Calif., during Public Schools Week, April 27 through May 1, issued a special 12-page newspaper, describing the work of the schools and illustrating some of the activities. The issue told about the special school services regularly conducted, described and illustrated a series of new school buildings, outlined several new courses of study, offered a factual and progress report about the school district, and a progress report card to the taxpayers on the new school building program and its cost.





Union Free High School, Kenosha, Wisc.
Architect: Lawrence Monberg Assoc.,
Milwaukee. Contractor: School District.

Fenestra's New Structural-Acoustical Ceiling Keeps Rooms Quiet . . . Cuts Building Costs

Here's a wonderful, economical way to hush the hubbub in corridors and rooms in the new building you're planning.

Fenestra* Acoustical "AD" Metal Building Panels form acoustical ceiling and structural subfloor or roof—all in one package . . . saving building time, labor, materials and money!

An "AD" Panel is a box beam with a flat surface top and bottom and open space between. The top surface forms the subfloor or roof deck. The perforated bottom surface forms the ceiling. In the open space is glass fiber insulation (see

illustration below).

You can see how a Fenestra combination Structural-Acoustical Ceiling cuts building costs. It is speedily and easily erected—the panels interlock. It is practically indestructible. Bumps and knocks can't hurt it. The acoustical efficiency is not affected by washing or painting. And these panels are noncombustible.

For further information call your Fenestra Representative. Or write Detroit Steel Products Company, Dept. AS-7, 2256 East Grand Blvd., Detroit 11, Michigan.

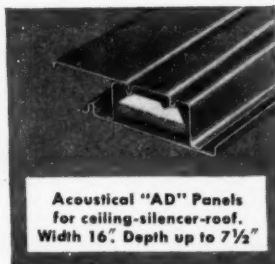
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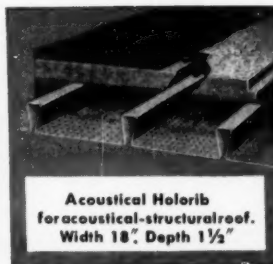
METAL BUILDING PANELS



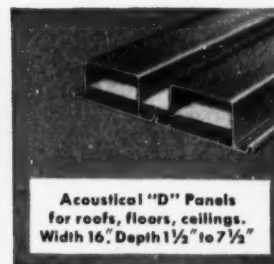
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Width 16". Depth is 3".
Steel or aluminum



Acoustical "AD" Panels
for ceiling-silencer-roof.
Width 16". Depth up to 7½"



Acoustical Holorib
for acoustical-structural roof.
Width 18". Depth 1½"



Acoustical "D" Panels
for roofs, floors, ceilings.
Width 16". Depth 1½" to 7½"

2 WAYS to Seat 208 Pupils*

The Old Way in 170 Minutes...The Erickson Way in 17 Minutes!

The OLD WAY:

NEEDED . . .

Banquet Tables 17-18
Banquet Chairs 208
Trips to Store Tables 17-18
(Two Men)
Trips to Store Chairs 52
(One Man Carrying Four Chairs)
Time to Clean Floor . . . 10 Minutes

**Total Time (Two Men)
170 MINUTES**

The Erickson Way:

NEEDED . . .

Wall Model Tables with Benches . . . 8
Portable Model Tables with Benches . 4
Chairs none
Trips to Store Tables 4
(Portable Model)
Time to Fold Wall Tables . . . 3 Minutes
Time to Store Tables 4 Minutes
Trips to Store Chairs none
Time to Clean Floor 10 Minutes

**Total Time (Two Men)
17 MINUTES**

*Based on Actual Time and Labor Comparative Test

THE Erickson WAY TAKES 1/10 THE TIME!



Wall and portable models give 100% flexibility to any area. Activities room (above left) is converted into a study hall in seven minutes. Let us suggest the best seating arrangement and room flexibility for your floor areas. Send your floor plan, or write for our Sweet's Architectural File Catalog, Section 22i/Ha.

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TEACHERS' SALARIES

★ Indianapolis, Ind. The board of education has adopted a new salary schedule for 1953-54, calling for salary increases of \$300 a year for 2550 licensed personnel. The \$300 increase was given to teachers now receiving top salaries. Those not receiving top salaries were paid \$200 in addition to the annual \$100 increment.

The beginning salary for teachers with a bachelor's degree was raised from \$3,150 to \$3,350. For those with a master's degree the salary was raised from \$3,350 to \$3,550. The top salary for a bachelor's degree teacher was raised to \$5,100, and for a master's to \$5,550.

★ The school board at Stamps, Ark., has increased the teachers' salaries by \$300 for the year 1953-54. Teachers with a bachelor's degree and having experience will receive \$2,500 a year.

★ Gridley, Calif. The school board has approved a salary schedule for 1953-54. The schedule calls for a basic salary of \$3,600 for teachers having sufficient credits and holding A.B. degrees. A maximum of \$5,650 may be reached in 12 years for teachers advancing beyond the master's level.

★ Portland, Ore. The school board has completed its salary schedules for 1953-54 by giving smaller increases to the custodial employees, and adding to the maximum salaries of nondegree teachers who were left out in a former schedule. The board has approved a proposal that the minimum for high school principals be fixed at \$7,500, but that the \$9,000 maximum be not raised.

★ Cheney, Wash. The school board has adopted a salary schedule for 1953-54. All four-year certified teachers holding a B.A. degree will receive

a minimum salary of \$3,300 and will go to a maximum of \$4,500. The beginning pay for teachers with five years' training is \$3,500, and the maximum \$4,700.

★ Tekoa, Wash. A new salary schedule provides a minimum salary of \$3,400 for beginning teachers with a B.A. degree, with an annual increment of \$102.

★ Rochester, Minn. The board of education has adopted a salary schedule for 1953. New teachers holding an A.B. degree receive \$3,600 and go to \$5,400 in 15 years. Teachers with an M.A. degree receive \$240 additional salary, and teachers with an extra year of graduate work above the M.A., are paid another \$240. Married men and women, with dependents, are paid \$300 above the schedule until the maximum salary is reached.

Teachers on the staff work 11 months each year, with time spent in summer school teaching, recreation, workshop activities, summer school courses, or summer travel.

★ Monrovia, Calif. The board of trustees of the Monrovia-Duarte High School has approved a \$350 annual salary increase for all teachers. The schedule establishes a minimum of \$3,700 a year and a maximum of \$6,850.

★ Gallup, N. Mex. The teachers have been given salary increases amounting to a total of \$35,099 for the year 1953-54. The schedule sets a base salary of \$3,200 for beginning teachers with a bachelor's degree, and \$3,400 for those holding a master's degree. Increments of \$100 a year are provided for the first six years, and \$75 a year for the next nine years up to the maximum salary.

★ Belen, N. Mex. The school board has adopted a salary schedule for 1953-54, calling for a basic salary of \$3,000 a year for teachers with an A.B. degree, and \$3,225 for those holding a master's degree. Administrative assistants received a salary increase of \$240 a year.

★ Kansas City, Kans. An across-the-board salary increase of \$200 for teachers has been approved by the school board. Other school employees were included in the upward readjustment, which means an increase of \$160,000 in operating costs.

Beginning teachers start at \$2,900 per year; the maximum salary is \$5,100 for men teachers, and \$4,700 for women instructors.

★ President Clarence H. Faust, of the (Ford) Fund for the Advancement of Education, has announced the allocation of 290 fellowships to high school teachers in the United States, Alaska, Canal Zone, District of Columbia, Guam, Hawaii, and the Virgin Islands, for the year 1953-54. The grants, which aggregated 1.5 million dollars, are intended to assist teachers in pursuing programs to deepen their liberal education, improve their teaching ability, and increase their effectiveness as members of their school systems.

★ Manitowoc, Wis. A teachers' in-service program was inaugurated during the school year 1952-53, with all members of staff participating. An extra week has been added to the school term.

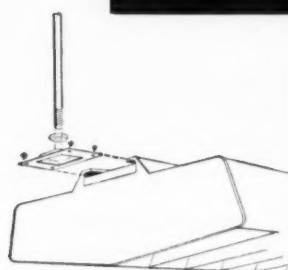
★ Greensburg, Pa. The board of education has given a \$100 bonus to all full-time school employees for the year 1952-53.

★ East Hartford, Conn. The school board has adopted a salary schedule calling for a salary range of \$2,900 to \$4,700 for teachers with less than four years' training; \$2,900 to \$5,100 for those with four years' training; \$3,100 to \$5,700 for those holding a master's degree. All new teachers will start at \$2,850 in the first two categories, and \$3,050 in the master's degree bracket.



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**Performance Exceeds Requirements of
American Standard Practice for School Lighting**



Sliding stem plate can be moved from end to end to support the Cavalier at any point, completely eliminating problems of in-line spacing of mounting points.



For the complete story of this beautiful new streamlined direct-indirect luminaire, write for an 8-page 3-color folder. The F. W. Wakefield Brass Company, Vermilion, Ohio. In Canada, Wakefield Lighting, Ltd., London, Ontario.

Note that the brightness readings for the new Cavalier are well below the recommended maximums:

Zone	The Cavalier	Max. Recommended with Proper Refl.
60°-90°	100 ft.-L	450 ft.-L
45°-60°	250 ft.-L	900 ft.-L
0°-45°	1800 ft.-L	2000 ft.-L

Several important new design features are responsible for such excellent performances:

FIRST, the full length luminous plastic side panels have no opaque metal framing, but are supported internally by a steel frame. This frame is also an internal reflector, a feature which keeps side panel brightness down to a pleasant 100 ft.-L.

SECOND, the louvers provide complete 45° x 45° shielding, or shielding at 45° x 25°. There is no view of lamp at specified shielding angles through the entire viewing cone.

THIRD, a special Wakefield low-brightness finish on louvers, side reflectors, panels and channels serves to keep brightness low.

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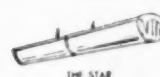
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Kewaunee Equipment with these "Toughest of all Tops." Now after 12 years of experience, Wyandotte again specifies "Kewaunee with KemROCK Tops" for their modern Research Building.

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YARDSTICKS FOR SCHOOL SITES

Supt. James A. Lewis, of Dearborn, Mich., reports in his latest Annual Report, six basic yardsticks for the selection of school building sites. These have been found effective in the community in spite of a terrific growth in school population, mass erection of homes, and large shifts in the existing population.

1. When possible the maximum walking distances for a child from home to school should be: elementary, $\frac{3}{4}$ mile; junior high, $1\frac{1}{2}$ miles; senior high, 2 miles (more if public transportation is available).

2. School sites should be of the following sizes: for kindergarten through third grade schools, 5 acres; for kindergarten through six grade schools, 12 to 15 acres; for junior high schools, 20 acres; for senior high schools, 40 acres.

3. School sites should have the following topography: relatively level contour, above flood levels, above general street level, sufficient elevation for connections to sewer and water lines.

4. School sites should be of the following shape for best utilization of the land; a well-proportioned rectangle or a square.

5. School sites should have the following soil requirements; subsoil suitable for foundation, surface soil suitable for plantings and playground, conditions suitable for natural drainage.

6. All approaches to the schools should be free from main, heavy traveled streets and nuisances such as factory noise and smoke.

DR. WILLIS TO CHICAGO

Dr. Benjamin C. Willis, head of the Buffalo, N. Y., schools for the past three years, has been named as the new superintendent of the Chicago public schools. Dr. Willis, who succeeds Dr. Herold Hunt, holds a master's degree in school administration from the University of



Dr. Benjamin C. Willis
Superintendent-Elect,
Chicago, Illinois

Maryland and a doctor of education degree from Columbia University.

Dr. Willis, a native of Baltimore, Md., spent the greater part of his career as teacher and school executive in the state of Maryland. He attended St. John's College in Annapolis, and was graduated from George Washington University in 1922.

His first job was as a high school principal at Henderson, Md., in 1922. For the next 11 years he was principal of schools in Federalsburg, Denton, Sparrows Point, and Cantonville, Md. In 1934 he became superintendent of the Caroline County schools in Denton, and six years later head of the Washington County schools in Hagerstown. In 1947 he was elected superintendent of schools in Yonkers, N. Y.

After three years at Yonkers, Dr. Willis was elected to head the Buffalo schools. Here he was responsible for the reorganization of the school system, which called for elimination of two of the nine academic high schools.

He was chairman of the U. S. Commission on Life Adjustment Education for Youth and of the 1947 Yearbook of the American Association of School Administrators.

AN OVERSIGHT

Through an oversight, the National Education Association was omitted from the list given in the June article of the organizations which worked together last April to strengthen the U. S. Office of Education. Actually, it was the NEA which took the lead in bringing us all together for preliminary discussion of the Advisory Committee plan, and Dr. William G. Carr, NEA Secretary, was the spokesman for the representatives of nine organizations who met with Mrs. Hobby on April 18. I deeply regret this unfortunate omission.—Edward M. Tuttle, Secretary, National School Boards Association.

APPOINT STAFF CONSULTANT

The architectural firm of Warnecke & Warnecke, San Francisco, Calif., has announced the appointment of Lawrence Livingston, Jr., of Oakland, as staff consultant. Mr. Livingston, who was formerly assistant city planning engineer for the city of Oakland, has had experience in almost every phase of city planning, working as assistant to John G. Marr, formerly city planning engineer. Before joining the Warnecke organization, Mr. Livingston collaborated in the development of a master plan for Contra Costa Junior College, which is the subject of an article in American School and University Yearbook.

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Voice of the Cynic

Doubtfully the young mother examined the toy. "Isn't this rather complicated for a small child?" she asked.

"It's an educational toy, madam," replied the clerk. "It's designed to adjust a child to live in the world of today. Any way he puts it together, it's wrong." — *Philnews*.

ADULT EDUCATION

ITALIAN: The hardest word I found in English was the word *fast*. I found out that when I was quick I was fast; if I was tied I was fast; when I spent my money freely I was fast; and that not to eat was to fast. I give up.

FRENCHMAN: That's nothing. Wait until you come across sentences like this: "The first one won one one-dollar bill."

PHYSICAL EDUCATION IN THE GRADES

From the standpoint of growth and development, and the need for physical activity, the elementary school years are more important than any others in the life of the individual. It is the elementary school years that count most in laying the foundation for strong bodies. Much of our adult physical illiteracy can be ascribed to the failure of the elementary school to teach skills which produce satisfaction in play and which tend to raise the individual ultimately out of the "dub" class. If we are going to look toward a better elementary school program, we must produce one in which the teaching is well done and not looked upon as an opportunity to turn the youngsters out to pasture. — *American Association for Health, Physical Education, and Recreation*.

No Guarantee

"Ah," said the serious-faced passenger, "how little any of us suspect what the future has in store for us."

"That's true," responded his seatmate. "Little did I suspect when forty years ago I carved my initials on the desk in the little country school-room that I would grow up and fail to become famous." — *Jol. Am. Med. Assn.*

Helping

A circuit-riding preacher in Texas sent ahead information to a certain town that he would preach on a certain evening. Disappointed to find that instead of the crowd which he had expected, only one farmer showed up, the preacher asked this man what he would do if only one person showed up.

"Well," said the farmer, "if I expected to feed a herd of cattle and only one showed up, I would feed that one."

Thereupon, the preacher preached the original two-hour sermon which he had planned. After he had finally ended, he asked the farmer what he thought about the sermon.

"Now," said the farmer, "if I had only one cow to feed, I don't think I would try to make her eat the whole load."

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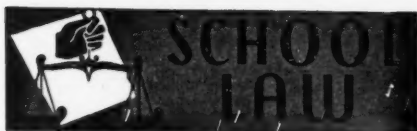
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Schools and School Districts

No vested right is involved in school district detachment proceedings since the Illinois legislature, at its will, may divide, contract, or expand the area of a school district, and unite it with another district, or even abolish it. — *Lincoln Community High School Dist. No. 404 v. Elkhart Community High School Dist. No. 406*, 111 Northeastern reporter 2d 532, Ill.

School District Property

The operator of a school bus who has children in his care and who knows that many of them must cross the road after they alight from the bus, has the duty to see those who do alight are in places of safety before he again puts his vehicle in motion. — *Greene v. Mitchell County Board of Education*, 75 Southeastern reporter 2d 129, N. C.

A high school stadium is not a "school building" within the Kentucky statute setting up special taxes and special bond issues for school buildings, precluding the use of funds raised thereby for the repair of the stadium. KRS 160.476, 162.080. — *Board of Education of Louisville v. Williams*, 256 Southwestern reporter 2d 29, Ky.

Teachers

A notice of termination of a teacher's employment contract which was signed by the wife of a school trustee and was served by the trustee on a teacher, was sufficient to prevent the renewal of the teacher's contract. Burns' Ann. St. §§ 2-2401, subd. 3, 2-2404. — *State ex rel. Roberts v. Graham*, 110 Northeastern reporter 2d 855, Ind.

Pupils

Under the Kentucky statute requiring boards of education to furnish transportation to elementary pupils who do not reside within a reasonable walking distance of the school, provided for them, a walking distance of $2\frac{1}{4}$ miles was not unreasonable. KRS 158.110. — *Bowen v. Meyer*, 255 Southwestern reporter 2d 490, Ky.

In a court action by a 12-year-old boy, against a school bus driver, to recover for injuries sustained when the driver allegedly shoved an unruly 9-year-old boy into a bus seat beside the 12-year-old boy, the evidence authorized instruction that the driver was charged with the duty of maintaining order among the pupils on the bus and had the right to use reasonable methods to do so, and that if the 9-year-old boy was creating a disturbance, and that if the driver, to restore order, placed such boy in a seat in front of the bus without using unnecessary force, the verdict should be for the driver. — *Thornburgh v. Hunkler*, 255 Southwestern reporter 2d 975, Mo.

HOW MUCH DEMOCRACY?

(Concluded from page 48)

Let us look to a definition of democracy, or each formulate one for himself, and then reason out the definition's day-by-day applications in the instruction, control, and management of pupils. No school person should allow himself peace of mind until he has adopted a definition of democracy acceptable to him as a guide for decision and direction in his daily work.

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City _____	Zone _____	State _____

NEW PUBLICATIONS for School-Business EXECUTIVES

Statistics of City School Systems, 1949-50

Chapter III of the Biennial Survey of Education, 1948-1950. Compiled by Lester B. Herlihy. Paper, 85 pp., 30 cents. U. S. Office of Education, Washington 25, D. C.

This latest chapter on city school systems presents data on elementary schools in 3464 towns and cities in 1949-50. It indicates that the total enrollment in day schools was 12,696,724. In addition, adults and other part-time pupils were enrolled in the number of 1,544,829. The average number of school days was 181, or one day less than the average reported in 1947-48. The staff included 5579 superintendents and assistants, 5823 supervisors, 20,000 principals, and 448,171 teachers. The average salaries of teachers were \$3,518; the total capital outlay was \$492,946,038, or \$44.65 per pupil in average daily attendance. Total expenditures for instruction were \$223.93 per child in average daily attendance. The total indebtedness was \$144.76 per child in attendance.

Tax Institute Bookshelf

Compiled by Mabel L. Walker, Editor. Paper, 56 pp. Published by Tax Institute, Inc., 457 Nassau St., Princeton, N. J.

Contains a directory of national and international public finance periodicals dealing with fiscal matters. Contains in addition to a complete bibliography of technical books and articles on taxation and public finance, a directory of public finance periodicals, and another of tax services.

ASTM Standards on Soaps and Other Detergents

Compiled by ASTM Committee D-12. Paper, 688 pp., \$2.25. American Society for Testing Materials, 1916 Race St., Philadelphia 3, Pa.

This 1953 compilation brings together all ASTM standards pertaining to soaps and other detergents, including specifications, methods of test, and definitions. The compilation includes 17 specifications for various types of soaps and soap products, nine specifications for special detergents, and nine methods of analysis. Definitions of terms are also given.

Heating, Ventilating, Air Conditioning Guide, 1953

Vol. 31, 1953. Cloth, 1560 pp., \$7.50. The American Society of Heating and Ventilating Engineers, New York 13, N. Y.

As the years go on and the ASHVE Guide is subjected to ever wider use, and consequently to ever closer scrutiny and criticism, its editors are doing an increasingly intensive job of revision. The present Volume 31 includes surprisingly many important technical changes in 18 chapters. These represent not only the latest changes in technical viewpoints but also physiological and psychological findings as these apply to the comfort and healthfulness of enclosed areas, to the extent that temperature, air motion, odors, and humidification can contribute.

It is of interest to note that the original limits of the zones of comfort, set up many years ago, are as valid today as when they were first recommended for acceptance by the Research Laboratory of ASHVE.

School authorities will find the entire book of prime value in passing on proposals for the heating and ventilation of school buildings and for the applications of new panel heating, unit ventilators, and air cooling devices to typical school conditions. The book includes as in previous years, an inclusive manufacturers' catalog data section.

A Charter for a School-Sponsored System of Citizens' Committees

By Herbert M. Hamlin. Paper, 21 pp., 25 cents. Published by the Office of Field Services, University of Illinois, Urbana, Ill.

An outline for the organization of a citizens' advisory committee under sponsorship of the board of education.

Salaries and Salary Schedules of Urban School Employees, 1952-53

Paper, 28 pp., 50 cents. Bulletin No. 2, April, 1953. Research Division, National Education Association, Washington 6, D. C.

This report covers a total of 2647 urban school districts in six population groups. It includes 68.5 per cent of the districts above 2500 population, and 84.1 per cent of those with more than 30,000 population. About 80 per cent of

all employees in urban school systems are included in the tabulations.

The median salaries of classroom teachers in 1952-53 are: Group I, \$4,953; Group II, \$3,932; Group III, \$3,898; Group IV, \$3,615; Group V, \$3,361; Group VI, \$3,275. In Group I the median salaries of all teachers advanced 98.8 per cent between 1930-31 and 1952-53, while in the same period, the median salaries of supervising principals and superintendents did not increase by more than 76.7 per cent.

A Five-Year School Building and Future Sites Program, 1953-1957

Paper, 79 pp. Published by the Board of School Directors, 1111 North Tenth St., Milwaukee, Wis.

A report of the revised five-year program prepared by the Building and Future Sites Commission and presented to the board of education in December, 1952. While the program outlined calls for an expenditure of far more than the resources under the present legal limitations, the Commission seeks to present the true needs for school buildings resulting from increases in birth rates and obsolescence of older buildings. The program outlined will require an estimated \$40,725,000 for building construction, land acquisition, and architectural fees. The additional program alone will require \$35,825,000.

School Construction, 1952

A symposium. Boards, 92 pp., 10/6. Councils and Education Press, London, W1, England.

This reprint of articles on schoolhouse planning, published during 1952 in the Building Section of "Education," provides a revealing view of the best schoolhouses erected in the last year in England. The major articles include photographs and floor plans of 16 buildings ranging from large rural elementary schools to large secondary schools and a technical college. The buildings are invariably of contemporary functional design, of brick and stone and, in a few cases, aluminium. Except in the cities, the plans are one-story, with single loaded corridors; classrooms are usually square and arranged for clerestory secondary light; assembly rooms are of the multi-use type, usually with simple stage or platform. The special articles on artificial lighting, concrete construction, fire protection, etc., indicate a deeper concern for economy in materials and funds than is prevalent in the United States. The book is evidence that English school authorities are making a magnificent and successful fight to bring their school facilities up to date in spite of the ruin of war, the shortages of material, and the necessity of utter frugality.

Some Essential Features of a Good Elementary School Building

A report by the planning committee. Published by the board of education of the Berkeley Unified School Dist., Berkeley, Calif.

This report, prepared in 1947 by the planning committee for elementary school buildings, is devoted to the characteristics of a good elementary school building. The study takes up: (1) the size of the school to meet immediate needs, (2) its design, equipment, and arrangement, (3) how it meets a high aesthetic standard, (4) its orientation, (5) its acoustics, and (6) the provisions for heating, lighting, and sanitation.

PERSONAL NEWS OF SCHOOL OFFICIALS

★ President Eisenhower had nominated NELSON A. ROCKEFELLER as Under Secretary of Health, Education, and Welfare in the Cabinet. He will be the second highest official of the new department created from the units of the old Federal Security Agency.

★ DR. HAROLD E. MOORE has been appointed director of the College of Education of the University of Denver. He will continue to head the Bureau of Educational Research.

★ DR. WILLIAM H. STEGEMAN, of the state college of Chico, Calif., has been appointed director of research for the city schools of San Diego, effective September 1, 1953. He succeeds Donald N. Boyer, who is taking a leave of absence to work on his doctor's degree.

★ SUPT. T. C. BIRD, of Santa Fe, N. Mex., has been re-elected for a new five-year term.

★ SUPT. S. M. THARP, of Bay Minette, Ala., is retiring from school work July 1. Mr. Tharp has completed 35 years' continuous service as superintendent of Baldwin County.

PERSONAL NEWS OF SUPERINTENDENTS

★ GEORGE F. PIGGOTT, JR., has been re-elected as associate superintendent of schools of New York City for a third six-year term. Mr. Piggott is head of the school system's division of housing.

★ SUPT. W. A. EARLY, of Savannah, Ga., has been re-elected for a new three-year term to expire June, 1956.

★ R. VERNON HAYS, of Killingly, Conn., has been elected superintendent of schools at East Haven, to succeed William E. Gillis, who retired on July 1. Mr. Hays, who holds both the B.A. and M.A. degrees, has had considerable experience both as a high school principal and superintendent. He also holds an Ed.M. degree, given by Harvard University.

★ B. E. TERRELL, of Caldwell, Kans., has accepted a position as principal of the elementary schools at Pleasant Valley.

★ WALTER FREDERICK, of Stanley, Iowa, has accepted the superintendency at Garnaville.

★ JACK MILLER has been elected superintendent of schools at Williamsburg, Ky., to succeed H. L. Goodlett.

★ V. M. MADSEN, of Alcester, S. Dak., has been elected superintendent at Lake Preston.

★ RALPH S. MORGAN, of Hughesville, Mo., has been elected superintendent at Hardin.

★ C. M. HAWKINS, of Okarchie, Okla., has been elected superintendent at Carmen. He is succeeded by Harold Staten, of Tryon, Okla.

★ ROBERT MESERVE, of Deary, Idaho, has been elected superintendent at Kendrick.

★ WINTON L. CROWN, of Arkansas City, Kans., has accepted the superintendency at Burden.

★ L. R. LANEY, of Ellison Ridge, Miss., has accepted the superintendency of the New Hope Consolidated Schools at New Hope.

★ HOWARD RANKIN, of Zeoring, Iowa, has been elected superintendent of the Wellsburg Consolidated School, Wellsburg, Iowa.

★ LEO BARNES, of McIntire, Iowa, has been elected superintendent at Ridgeway.

PERSONAL NEWS OF SCHOOL BOARDS

★ The board of education of New York City has reorganized with the election of ANDREW G. CLAUSON, JR., as president, and VITO F. LANZA as vice-president. MORRIS WARSCHAUER continues as secretary to the board.

★ The board of education of Birmingham, Ala., has reorganized with the re-election of Mrs. J. A. DUPUY as president; WILLIAM J. CHRISTIAN as vice-president; and C. E. ARMSTRONG as treasurer. LEWIS M. SMITH is a new member of the board, succeeding John C. Persons.

★ FRED J. LUCHSINGER, business manager of the schools of North Syracuse, N. Y., has been elected president of the New York State Association of School Business Officials.

★ The school board of Gridley, Calif., has been reorganized with ED BECKER and AUGUST BOEGER, JR., as new members, to succeed Leo King and Robert Biggs.

★ The board of school commissioners of Indianapolis, Ind., has reorganized for the year 1953-54 with the re-election of all executive officers for new four-year terms. Those re-elected were DR. H. L. SHIBLER, general superintendent of education; MAXWELL V. BAILEY, business manager; HORACE E. BOGGY, buildings and grounds manager; MISS MARIAN MCFADDEN, director of libraries; and STANLEY E. EIKENBERRY, secretary.

★ DR. RUFUS G. CLEMENT, Negro president of Atlanta University, has been elected a member of the Atlanta board of education. He succeeds J. H. Landers, who held the position for 26 years.

★ OSCAR A. EHRHARDT has been elected president of the board of education of St. Louis, Mo., to succeed James J. Fitzgerald.

★ EMERY UNEUH has been re-elected president of the board at Bartlesville, Okla.

★ The school board of Denison, Tex., has reorganized with ISAAC BURKS as president, RAYMOND GARRISON as vice-president, and ALBERT MARTIN as secretary.

★ J. V. KELLY has been elected president of the board at Belton, Tex.

★ DUNBAR CHAMBERS has been elected president of the board at Kinkaid, Tex.

★ RAYMOND BEAR has been elected president of the county nonhigh school board of Champaign, Ill.

★ C. A. BONNEN has been elected president of the A. and M. Consolidated school board at College Station, Tex.

★ HARVEY L. LEWIS, JR., has been elected president of the board at San Diego, Calif. MILDRED HALE was named vice-president, and WILLIAM J. LYONS, secretary.

★ W. P. TATE has been elected president of the board at Bakersfield, Calif. MRS. ADRIAN BELLINGER was re-elected secretary.

★ The board of education of Rochester, Minn., has reorganized with SAMUEL P. ALLEN as president, and KENNETH HAGAMEN as clerk.



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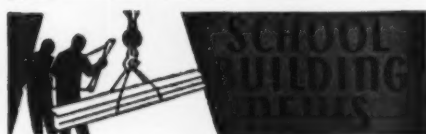
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SCHOOL BOND SALES

During the month of April, 1953, school bond sales in the amount of \$91,906,970 were reported. As of May 1, the average price of 20 bonds in all communities was 12.68 per cent. The largest sales were as follows:

California, \$10,968,000; Illinois, \$8,983,000; Massachusetts, \$3,827,000; Michigan, \$3,851,500; Minnesota, \$4,648,500; Missouri, \$3,330,000; New York, \$10,650,000; North Carolina, \$4,000,000; Pennsylvania, \$16,583,000; Texas, \$3,293,000; Wisconsin, \$3,137,500.

SCHOOL BUILDING CONSTRUCTION

During the month of May, 1953, contracts were let for 78 school buildings, in 11 states west of the Rocky Mountains, at a total cost of \$25,168,237.

Further contracts in the number of 302 were reported in preliminary stages, at an estimated cost of \$156,090,625.

During the month of April, 1953, Dodge reported contracts let for school buildings in 37 eastern states, to the number of 603 buildings, at a total contract cost of \$133,837,000.

SCHOOL BUILDING

★ Santa Fe, N. Mex. The school board has let the contract for a 14-room junior high school, to cost \$385,320. Other building projects are a

7-room grade school, to cost \$126,183 and a six-room addition to the high school, to cost \$204,800.

★ Grayville, Ill. The board of education has let the contracts for the construction of a new elementary building for grades one to six, and a new farm shop, to cost a total of \$350,000. The construction work will be financed with a bond issue.

★ The school board of Baldwin County, Ala., is engaged in an enlarged school building program, estimated to cost \$300,000. The program calls for new buildings and additions at Foley; a new senior high school at Fairhope; a cafeteria at Point Clear; and additions to two schools.

★ The school board of the Novato Union School Dist., in Novato, Calif., is engaged in plans to

relieve a serious housing situation in the schools. The board is experimenting with the plan of using temporary steel buildings to provide immediate facilities during the long period when permanent buildings are in process of erection. It is believed that these structures will provide the solution to the entire program of providing immediate housing. The town of Novato is 40 miles from San Francisco and is situated in a rapidly growing section of Marin County. The town has experienced a 20 to 30 per cent growth in population during the past six years, and this is expected to continue for some years to come.

★ Logan, W. Va. The voters have approved a bond issue of \$1,650,000 for the construction of a new high school building.

NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS

Item*	Date	Latest Figure	Previous Figure
School Building Construction ¹	April, 1953	\$147,491,000	\$123,556,000 ⁹
School Building Construction ²	May, 1953	\$ 25,168,237	\$ 6,355,571 ⁹
Total School Bond Sales ³	April, 1953	\$ 91,906,970	\$135,973,900 ⁹
Average Interest, Selected Municipal Bonds ⁴	April, 1953	2.68%	2.65% ⁹
Construction Cost Index ⁴	March, 1953	569	567 ⁹
Wholesale Price Index ⁵	May 26	109.8	109.9 ⁹
U. S. Consumers' Price Index ⁵	April, 1953	113.7	113.4 ⁹
Total School Enrollment ⁶	1952-53	34,693,000	33,121,000 ¹⁰
Total Population Estimate ⁷	1952	156,371,000	153,703,000 ¹⁰
Farm Population Estimate ⁷	1952	24,819,000	24,037,000 ¹⁰
General State Education Expenditure ⁷	1952	\$4,026,038,000	
Total Pupil Transportation Expenditure ⁸	1950-51	\$235,378,699	
Total Pupils Transported at Public Expense ⁸	1950-51	7,210,447	
Total School City Employees ⁷	October, 1952	186,561	
School City Employees Monthly Payroll ⁷	October, 1952	\$ 62,301,200	

*Compiled June 3, 1953.

¹Dodge figures for 37 states east of Rocky Mts.

¹¹11 states west of Rocky Mts.

³Bond Buyer.

⁴American Appraisal Co., Milwaukee.

⁵U. S. Department of Labor.

⁶U. S. Census Bureau.

⁷U. S. Department of Commerce.

⁸Office of Education, Fed. Security Agency.

⁹Previous month, 1953.

¹⁰Same month, 1951.

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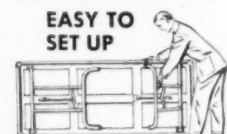


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A COMMUNITY CARES

(Concluded from page 36)

similar to the one being put up. It was freely predicted that the latest proposal would be flatly rejected. The vote was held. Completely confounding the critics, this latest and largest bond issue received an approval of 95.6 per cent of the votes.

Elements of Success

Thus, in the space of six years, Waterloo has completed a building program supplying facilities for its children equal to those provided by any comparable community. In doing so, it demonstrated a spirit of co-operation found in too few districts. One reason for the success of the program was the fine relationship of the old village board of education with the rural groups. For many years preceding centralization of the rural schools, the board had kept every promise made to the rural people. In its contract arrangements with the rural districts, the board had proved itself as keenly interested in the country children as it was in the children of the village. This record of good faith led the rural constituency to accept readily the board's recommendations for centralization and the building bond issues.

Effective also in gaining the support of the voters was the manner in which the administrators made their case to the public. Facts were presented objectively in pamphlets and in speeches at public meetings, and before

local organizations, and to small groups in homes and rural schoolhouses. People were not told how to vote; the only urging was that they vote.

Mention finally must be made of the Community Council on Education. This group was created by the board of education at a time when its only object was to establish better rapport between the school and community. The group represents a true cross section of the village population. It is a permanent committee, although its membership varies from year to year. The Community Council on Education helped to remove many of the obstacles which would have seriously impeded the progress of the community educationally.

Of course our building facilities, of themselves, are not a guarantee that the youth of Waterloo will receive the type of education they need and have a right to. The teachers, parents, and organizations of Waterloo are now challenged to use their physical equipment so as to achieve sound educational objectives. Our prospects will be indeed bright as long as the fine spirit of mutual consideration continues.

THE CAHOKIA HIGH SCHOOL

(Concluded from page 36)

poured gypsum over the board. A lightweight concrete insulation fill was provided over the gypsum deck and a tar and gravel roof was applied. The gymnasium roof is similar ex-

cept that steel trusses were used in place of steel joists.

The exterior walls are constructed of buff colored face brick with haydite block backing; the partitions are of haydite block and plaster. Windows are of the steel architectural type projected with directional glass block to the ceiling.

The ceilings are of mineral acoustical tile throughout except in the gymnasium which is of acoustical plaster. Marble is used for the walls in the main entrance to the building and in the lobby of the gymnasium. The floors of these two areas and in all toilets and stairways is terrazzo with rubber tile on all corridor floors and asphalt tile in the classrooms.

The building is heated by two high pressure, oil-fired steam boilers, supplying unit ventilators, unit heaters, and convectors. The gymnasium has a mechanical ventilating system.

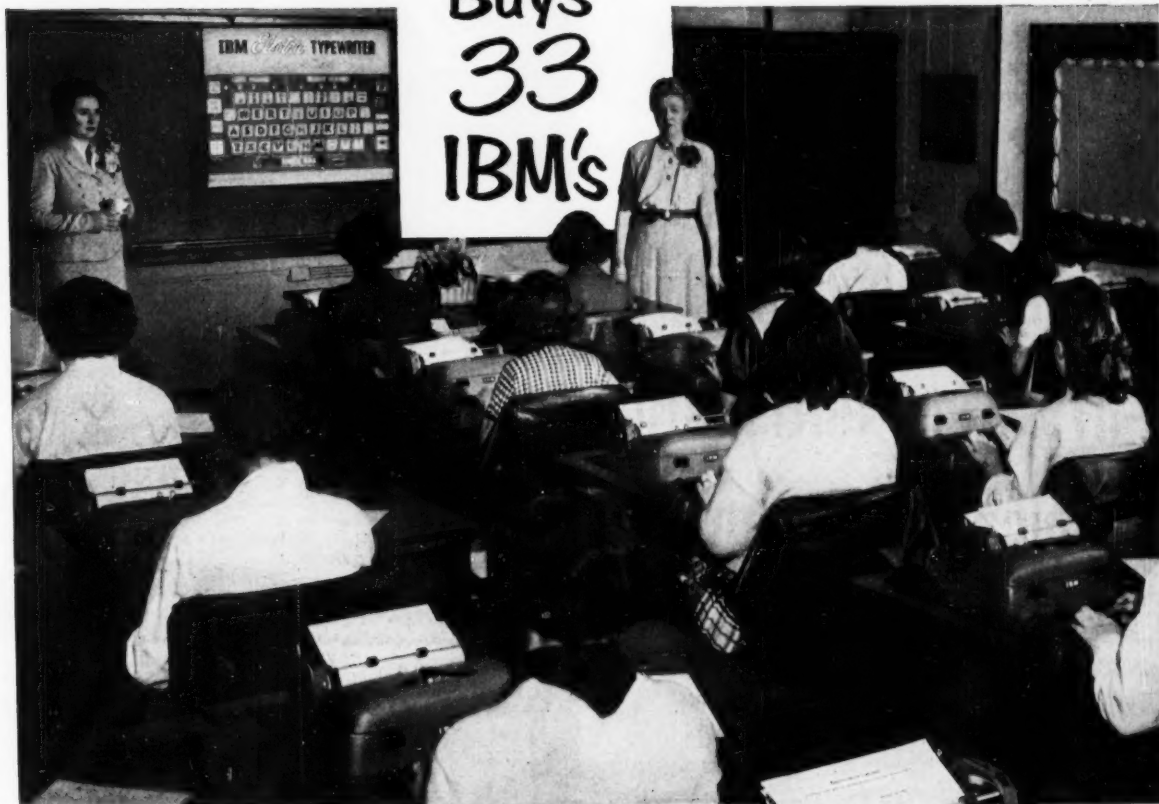
The sewage system consists of a sewage disposal plant with a mechanical updraft type aerator-clarifier which has a clarification compartment 12 feet in diameter. There is one sewage sump and pumping station, one storm water sump pumping station, and 37 manholes at various points around the building.

Fluorescent fixtures are used in the classrooms, library, study hall, offices, dining hall, and all shops. Incandescent lights are used elsewhere in the building.

Contracts were let on the building as follows: general contractor, \$1,949,256; plumbing and heating, \$571,670; electrical work, \$108,730; the classroom furniture, shop, laboratory, and cafeteria equipment cost approximately \$300,000.

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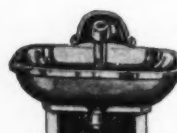
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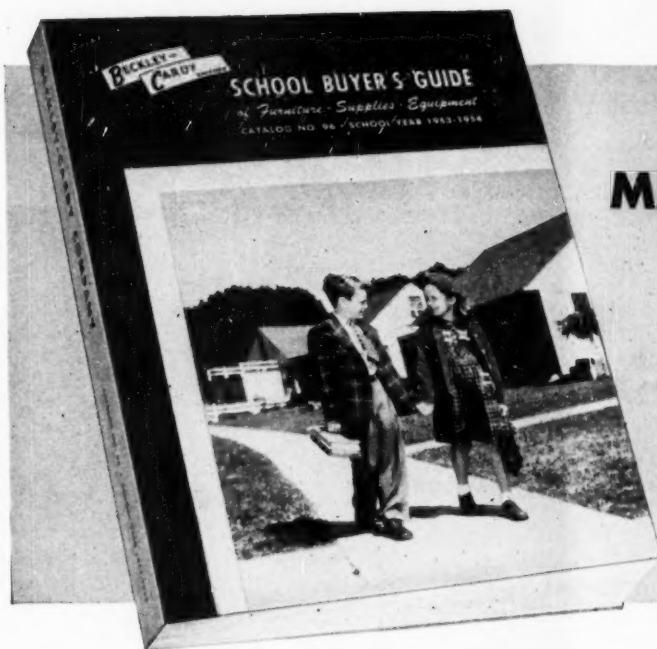
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MEMO TO THE SCHOOL BOARD

(Concluded from page 22)

sales clerk in more and more types of business, both large and small, and this teacher should have had personal experience in these types of business.

Such knowledge is not found in books. It is only found at work. One of the first requisites of teaching, if not *the* first, is knowledge of the subject. The business teacher can only acquire such knowledge through firsthand experience; it will not be attained by going to summer school.

Credit for Summer Jobs

This is where you, the school board, become involved in this problem. If the purpose of your requiring the teachers to attend summer school is to improve their professional preparation, including their keeping up to date with content changes in their particular field, then why not require business teachers to go to work during the summer, in order that they might improve upon the knowledge of their subject specialties? Make such a training period a part of their requirement for additional increments on the salary schedule, and give them the same amount of credit for such summer training as you do the teachers from the other subject areas who attend summer school. Of course, some people will say, "Why give them credit for going out and getting a

job during the summer? I would like to work too, but I have to go to summer school!" Such an argument is an empty one. Is it the fault of the business education teacher that he or she is forced, by the very nature of business, to go to work in order to keep current on techniques, procedures, materials, and equipment? Close examination will also reveal that the business teacher who seeks such summer employment will put in more hours during such a training program and have less opportunity for social and recreational opportunities than will the person who attends summer school.

But it is not just a matter of going out and seeking summer employment which will achieve the educational outcomes which you as school board members would expect of such a program. Such a plan of professional improvement must be a "training program" in every sense of the word and must be carefully planned, skillfully executed, and critically evaluated. By no means is it, or should it be, just "going to work for the summer." It should be looked upon as a period of reorientation for the business teacher and should be co-operatively planned and supported by the school board, school administrator, and, of course, by business. This idea is not something new and foreign to business, since many successful programs have already been initiated throughout the country. The businessman has everything to gain and nothing to lose—because such a program will provide him with

better trained employees. Such a program will also provide your schools with better trained teachers of business education.

THIRTY YEARS OF CONTACTS

(Concluded from page 32)

Cooper, S. A. Challman, Dwight H. Perkins, Clarence D. Kingsley, Leonard P. Ayres, Matthew Lukiesch, R. L. Bieseke, and a host of others, all known and admired by me. Many are no longer on this earth, but their memory is still cherished by the writer.

I believe it is time that this subject be closed even if much may still be written about it, as a good deal has not been touched upon. But the patience of the readers may be exhausted by this time, so I'll say *finis* to, what to me is, and always has been, a fascinating subject.

PERSONAL NEWS

★ ANDREW G. CLAUSON, JR., has been re-elected president of the New York City board of education, following its meeting on May 12. Appointed to the board in 1945 by Mayor LaGuardia, Mr. Clauson was reappointed for a full seven-year term in 1947 by Mayor O'Dwyer. He was elected president in 1946, 1947, and 1948. In January, 1952, he was again appointed a member, and in May of the same year became president for the full year.

★ MATHEW SAMES has been elected president of the board of education at South St. Paul, Minn. New members of the board are BERNARD ST. PETER and HENRY TODD.

★ The school board of Santa Fe, N. Mex., has reorganized with GUY P. HARRINGTON as president; RAYMOND ARIAS as vice-president; ALFRED W. KAUME as secretary. Members are MRS. GRACE GUTIERREZ and BRADY MAGERS.

News of Products for the Schools

Brunswick Offers Detachable Tablet Arm

With the simple attachment of a tablet arm, Brunswick's classroom chair, in their new seating line, becomes a tablet arm chair. This simple addition of a detachable tablet arm demonstrates the exclusive 4-in-1 feature which enables the basic classroom chair also to serve as a tablet arm chair, a guest chair, or a chair desk.

The "write-angle" top of the table arm, with a five-degree slope, provides added writing comfort by placing the writing paper at a normal writing position. This tablet arm is available in either right or left hand units,



TABLET ARM ATTACHMENT

and it supplies almost 300 square inches of working space. The arm is offered in a choice of durable $\frac{3}{8}$ -inch thick plywood, with or without a plastic facing, or in a $\frac{3}{4}$ -inch thick solid wood top.

A wire-constructed bookrack is available as an optional item on the tablet arm chair.

For further information write: *The Brunswick-Balke-Collender Co., Section S.B.J., 623 S. Wabash Ave., Chicago, Ill.*

(For Convenience Circle Index Code 0105)

New Scaffolding Lightweight, Safe

A new lightweight scaffolding, "Ladscaf," eliminates practically all bolting and has been designed expressly for indoor and outdoor maintenance and painting work, according to the manufacturer, Universal Manufacturing Corp., Zelienople, Pa.

Ladscaf is quickly and easily erected by the use of lightweight ladder type panels of welded steel construction. Exclusive Ladscaf clamps are fast acting—positively lock horizontal panels and braces to upright members without bolting, and provide safe, rigid scaffolding. Ladder rungs are spaced at one foot intervals, placing working platforms at efficient levels and permit trouble-free installations on stairs

and sloping floors. It can be mounted on adjustable bases or lockable casters. Assembled scaffolds can be easily rolled to new locations, stabilizers swivel back to permit passage through narrow aisles and confined working spaces.

For further information write: *Universal Manufacturing Corp., Section S.B.J., Zelienople, Pa.*

(For Convenience Circle Index Code 0106)

Underwood Offers Redesigned Portable

A completely new Correspondent portable typewriter has been announced by the makers of Underwood Typewriters. Equipped with advanced design Perma-Pack carrying case, it features an exclusive family keyboard with all the common arithmetical signs and the usual business symbols. These are in addition to the conventional alphabet keys.

Other features of the Underwood Correspondent include balanced segment shift; "See-Set" margins; single, double, and triple spacing; standard spaced keyboard; finger form keys; automatic ribbon reverse, and color styling for eye comfort.

When the Perma-Pack is unlocked, the top is completely lifted from the machine. For added convenience, the base of the case serves as a desk, enabling travelers to use the Correspondent on a train, plane, or in close quarters.

For further information write: *Underwood Corporation, Section S.B.J., 1 Park Ave., New York 16, N. Y.*

(For Convenience Circle Index Code 0107)

Endur Chalkboard Resurfacer Kit

A complete package for resurfacing old black slate and composition boards has been introduced by the Endur Paint Co., Salem, Mass.

A new improved paint formula enables chalkboards to be painted green with no trace of brush marks and only a very light sanding after the final coat.

The Resurfacer Kit includes a gallon of



CHALKBOARD KIT

Green Resurfacer, a 4-inch brush, and a packet of special sandpaper.

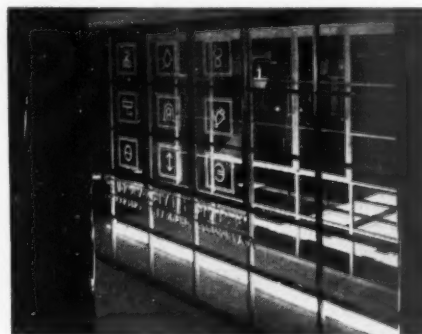
For further information write: *Endur Paint Company, Inc., Section S.B.J., 75 North St., Salem, Mass.*

(For Convenience Circle Index Code 0108)

Wyandotte Opens Research Center

Wyandotte Chemicals Corporation's Research Center at Wyandotte, Mich., went into full operation June 7, dedicated to providing more and better chemical products for school and industry.

The new Research Center—a T-shaped building 322 feet by 172 feet—permits a consolidation of Wyandotte's many research and development activities, enabling the company to expand not only its research in the organic and inorganic chemical fields, but special research projects assumed by the company on behalf of national defense. Described



ENTRANCE TO WYANDOTTE LABS

by professional men as one of the finest research facilities in the chemical industry, the Research Laboratories of the Center embody a concept of flexible laboratory design and construction, including laboratories with movable walls and built-in services.

Among unusual features are: (1) the entire building was designed as a permanent maintenance cleaning project, including one hallway containing 14 different kinds of flooring; (2) laboratories devoted to public sanitation and the study of germicides, with a complete microbiological section; (3) a complete commercial type laundry washroom installation together with the latest testing devices for studying textiles and detergents.

Research people work on more than 200 Wyandotte products in such other fields as radioactive tracers, nucleonics, electronics, organic and inorganic chemistry, electroplating, and physics, beside the school line of floor maintenance, detergents, and germicides. Wyandotte research that is particularly directed to the school industry is supervised by Dr. L. R. Bacon.

EBF Offers New Political Science Series

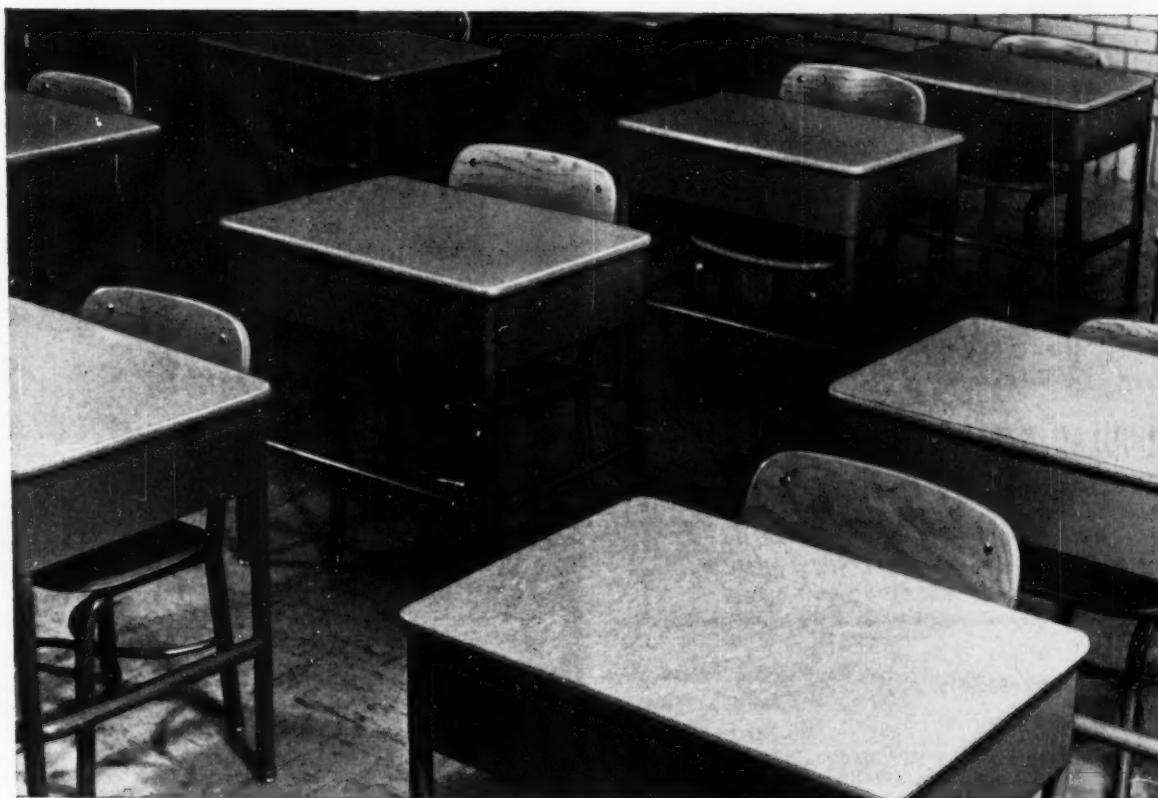
The critical areas of political science come under the probing eye of the motion picture

(Continued on page 68)

G-E TEXTOLITE* DESK TOPS

"Easy to clean . . . easy on the eyes"

"We like them very much" . . . says W. N. Shoemaker, Superintendent, Jonesville Community Schools, Jonesville, Michigan



Textolite topped desks made by Irwin Seating Company

YES — G-E Textolite desk tops save hours of cleaning time — ink, paint, crayon, pencil marks just wipe off — no need to scour or scrub.

Near perfect light reflectance qualities make them easy on the eyes. They increase the effectiveness of existing lighting. Easy on the eyes, too, from the viewpoint of classroom appearance. School rooms take on a new pleasing modern appearance when equipped with G-E Textolite topped desks.

G-E Textolite insures many more useful years for new desks — adds many more useful years when used to re-surface old desks. Ideal for cafeteria tables, work tables and other work surfaces.

For installation information, write your nearest Roddiscraft warehouse.

* Reg. U.S. Pat. Off.



TEXTOLITE

Mar and scuff proof
Stainless
Wears like iron
Cleans like glass
Near perfect light reflectance
Reduces maintenance costs
Cuts down cleaning time
Encourages neat work

Available in a wide range of wood grain patterns and colors, including a pattern developed especially for use in schools.

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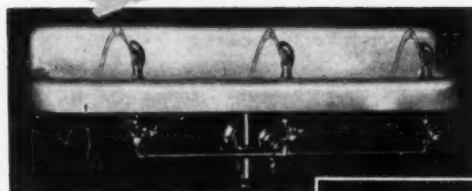
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Heywood-Wakefield School Furniture Division
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Halsey Taylor battery fountains, wall and pedestal types and new Lo-Level Cafeteria Coolers provide a wide range of choice in fountain specification. Write.



AS-27

THE HALSEY W. TAYLOR CO., WARREN, OHIO

Halsey Taylor

DRINKING FOUNTAINS



News of Products . . .

(Continued from page 66)

camera for the first time in a unified series of 6 films produced by Encyclopaedia Britannica Films, Inc., Wilmette, Ill.

The titles of the 6 films indicate how the study of democracy and its operations are treated—"Political Parties," "Pressure Groups," "Centralization and Decentralization," "Social Revolution," "Nationalism," and "World Balance of Power." Each film deals with an institution or force operating within or on modern democracy, and each is self-contained.

Briefly, each film examines its subject independently, but the series was designed as a unit to supply the kind of enlightenment necessary in today's society. The underlying assumption is that in a democracy change must be toward greater freedom, and that democracy is the only system set up to accomplish change peaceably.

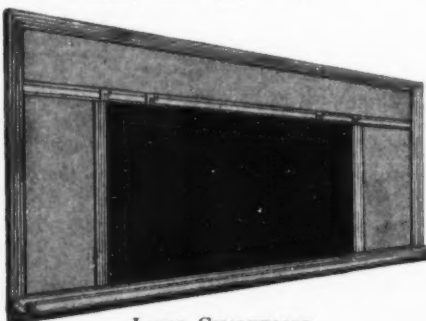
Approximately 7 years of work, under general pilotage of Dr. Harold T. Lasswell went into these films. This included research, writing and rewriting. In the interest of combining authenticity with good movie making, the company also called upon many outstanding collaborators.

For further information write: *Encyclopaedia Britannica Films, Inc., Section S.B.J., 1150 Wilmette Ave., Wilmette, Ill.*

(For Convenience Circle Index Code 0109)

Loxit-Tylac Rite Green Chalkboards Added to Line

The Loxit complete chalkboard system provides a comprehensive service which includes an all-aluminum snap-on chalkboard trim, chalkboards, tackboards, horizontal and vertical sliding boards, easel boards, bulletin boards, display and trophy cases.



LOXIT CHALKBOARD

Loxit-Tylac Rite Green chalkboards have a low reflectance. Initial reflectance tests only 14.5 per cent, and after repeated erasures and cleaning, only 18.5 per cent. Between 15 per cent and 20 per cent is considered ideal. The "Rite Green" color is rated excellent by lighting engineers. It does not fade and retains its initial low gloss after breaking in. Chalk moves across the board smoothly and without effort, and adheres to the surface in a uniform and clean line when writing. Visibility

and reflectance tests likewise prove the excellent washability of Loxit-Tylac chalkboards.

For further information write: *Loxit Systems, Inc., Section S.B.J., 1217 W. Washington Blvd., Chicago 7, Ill.*

(For Convenience Circle Index Code 0110)

Pittsburgh Plate Reveals TwindoWeld Window

The Pittsburgh Plate Glass Company, Pittsburgh, has announced the manufacture of the first all-glass double-glazed insulating window, edges of which are electrically fused to provide a glass-to-glass seal having no metals, bonding materials, or other assembled parts in its construction.

The new product, called "TwindoWeld," has been described as an ideal insulating window, having all the advantages of the assembled double-glazed units now on the market plus the permanency of true glass-to-glass sealed edges. TwindoWeld, having no metal in its construction, also eliminates edge conductivity, making it particularly desirable for refrigeration and air-conditioning applications.

The new insulating glass is as simple to install as a single thickness of glass. Test panels exposed for a 5-year period under varying atmospheric conditions have all provided excellent services with no reported failures.

For further information write: *Pittsburgh Plate Glass Company, Section S.B.J., 632 Duquesne Way, Pittsburgh, Pa.*

(For Convenience Circle Index Code 0111)

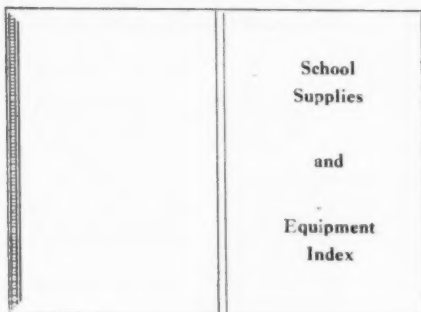
(Continued on page 70)

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ANNOUNCEMENT

Annual Publication of

Fourteenth Edition (1953)

BLUE BOOK

THE SCHOOL SUPPLY
AND EQUIPMENT INDEX

Compiled by

MADALENE E. SMITH

TABLE OF CONTENTS

Part I

1. Alphabetical Index of the Names and Addresses of Manufacturers and of Dealers in School Supplies, Equipment, and Service. (In a large number of instances branch-office addresses also are stated.) (2694 Names and addresses are listed.) (Increase of 761 Names this year.)
2. Alphabetical Classified List of Products of Interest to the Buyer of School Supplies, Equipment, and Services. (1270 Products are listed.) Increase this year of 392 products.)
3. Index of Trade Marks and Trade Names. (4243 Trade Marks and Trade Names are listed.)

TIME FOR YOUR SCHOOL SUPPLY AND EQUIPMENT

Check-up

✓	✓
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Check	✓	Equipment or Supplies:
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- ☐ Is your staff and students working with worn-out desks, obsolete office equipment and supplies?
- ☐ Have you checked into the modern office equipment and supplies available - - that gives personnel and students the more efficient look?

Check	✓	Decor:
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- ☐ Have you **looked** at your office and school equipment and supplies recently? The way other people see them?
- ☐ Has your office and school started to get that faded, worn-out look?

The cost of the BLUE BOOK is \$3.00; however, librarians and school executives of secondary schools, business colleges and universities are allowed 10% discount on THE SCHOOL SUPPLY AND EQUIPMENT INDEX book, if your check accompanies the order to

The School Supply and Equipment Index Co.
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plete manual on property
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CONTINENTAL STEEL CORPORATION

News of Products . . .

(Continued from page 68)

White Onex-Seal Developed by Hillyard

Just released through Hillyard sales distributors from coast to coast is new White Onex-Seal, a special formula for sealing and finishing white Portland Cement, white marble, and white terrazzo floors. It has all the advantages of Hillyard's original Onex-Seal for protection of hard-surfaced floors, plus new ingredients which provide a refreshing whiteness to white floor surfaces.

White Onex-Seal is long in life, low in maintenance. Unlike seals that contain varnish, it avoids yellowing or any discoloration in bringing back dirt-marred floors to gleaming whiteness. Its superior sealing quality is by *penetration*, not by above-surface film. In action it permeates the pores or cells of the floor surface and sets up hard, actually becoming an integral part of the floor surface, giving the desired finish that will prevent surface checking, efflorescence, and protect against penetration of moisture and stains. Because it is a hard, permanent-type seal, long wear and easy polishing are among its many advantages, requiring less labor and lower costs in daily maintenance.

For further information write: *Hillyard Chemical Co., Section S.B.J., St. Joseph, Mo.*

(For Convenience Circle Index Code 0112)

Descriptive Material

★ An informative and colorful pocket catalog on projection screens has just been issued by Radiant Mfg. Corp. It contains 16 pages of helpful hints on the choice of projection screens, screen fabrics, and the correctly sized screen. This illustrated booklet may be obtained from: *Milt Sherman, Radiant Manufacturing Corp., Section S.B.J., 2627 W. Roosevelt Rd., Chicago 8, Ill.*

(For Convenience Circle Index Code 0113)

★ "Maps and Globes for Schools" is the title of a new catalog (No. MG-16) just issued by

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840 pages, \$4.36

WRITE FOR EXAMINATION COPIES FOR 30 DAYS' STUDY!

THE BRUCE PUBLISHING COMPANY
807 Bruce Building Milwaukee 1, Wis.

Descriptive Material . . .

the Weber Costello Co. Clearly illustrated in 4 colors, the booklet contains 36 pages of map and globe products for the school. Prices are listed in a separate folder, List Price Catalog MG-16, a supplement. Obtainable from: *Weber Costello Company, Section S.B.J., Chicago Heights, Ill.* (For Convenience Circle Index Code 0114)

★ "The A-B-C's of Chalkboard Selection, Use, Care" is the title of a 66-page booklet published by the Pennsylvania Slate Producers Guild, Inc. The purpose of this booklet, written by W. F. Mullen, "is to contribute to existing literature on the subject and encourage others to work together to produce the long-awaited chalkboard manual." For a copy, write: *Pennsylvania Slate Producers Guild, Inc., Section S.B.J., Pen Argyl, Pa.* (For Convenience Circle Index Code 0115)

★ New applications of IBM Electronic Time and Program Controls are outlined in a free folder, "IBM Electronic Utilities Control." Included in the folder is a brief description of a new IBM Electronic Portable Paging System which provides easy contact between "transient" personnel and the central office of a building. The folder may be had free of charge by writing: *International Business Machines Corp., Section S.B.J., 590 Madison Ave., New York 22, N. Y.* (For Convenience Circle Index Code 0116)

★ "Controlling the Thermal Environment of the Co-Ordinated Classroom" is the title of a study by Darell B. Herman for the Minneapolis-Honeywell Regulator Company. Of this report, *H. W. Schmidt* says: This monograph has been published as an educational service by Honeywell in an attempt to take into consideration the full impact of the thermal environment on the child as it relates to his learning. The article consists of a series of scientific excerpts from books and other sources, correlated with the implied thesis that physical comfort, especially that produced by adequate heating and ventilation, tends to aid the learning process. There are eight chapters describing various elements which are fundamental to the subject being discussed, and one chapter of conclusions. Much of the material is a discussion based upon the physiological nature of the human body, the child and adult, especially as it concerns their "thermal differences." An objective-minded schoolman may find many scientific frills, but nevertheless there can be no doubt that this brochure offers a distinct service to the architect, the engineer and withal, the schoolman, in an effort to improve classroom thermal conditions.

Manufacturer's News

★ *E. W. Ristau* has been appointed Vice-President in Charge of Sales, Power Tool Division, of Rockwell Manufacturing Company according to the announcement of the company president. Mr. Ristau, long associated with the field of industrial distributor selling, joined Rockwell as General Manager in 1951; he will be located at the Rockwell home office in Pittsburgh.

★ *D. B. Anway* is the new Berlin Chapman Co. Sales Engineer for the states of Michigan, Indiana, and Ohio, according to a recent announcement by the vice-president.

Check List of Advertisers, New Supplies, and Equipment

To facilitate use of this index, a code number identifies the advertisements and new supplies and equipment carried in this issue. The page reference is also included. In requesting further details, subscribers may write direct to the individual companies or may use the coupon when requesting information from a number of firms.

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For information on products, services, booklets, and catalogs, advertisers may simply encircle the code number identifying a product. (Clip and mail the coupon below to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.)

THE AMERICAN SCHOOL BOARD JOURNAL
400 North Broadway, Milwaukee 1, Wis.

July, 1953

Please send information offered in the advertisements we have encircled.

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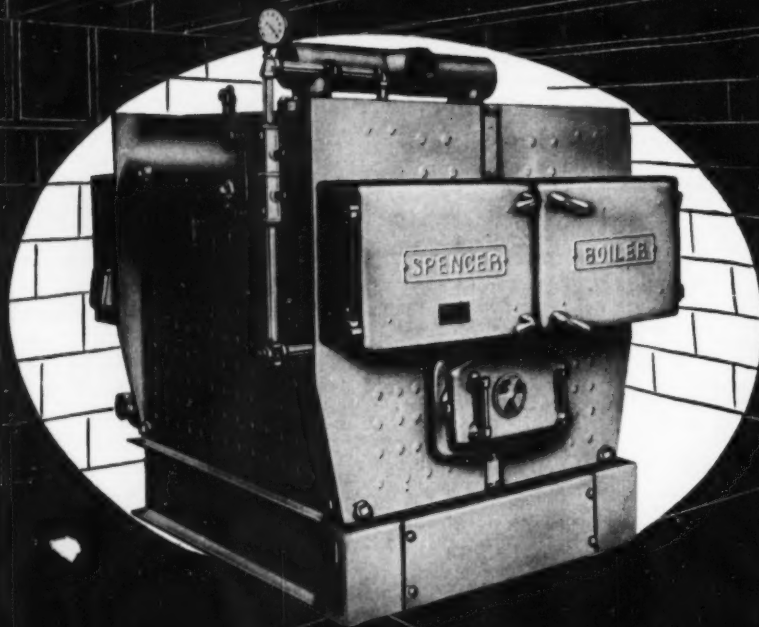
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L-W BOILER

SBI SIZES: 3,500 TO 42,500 SQ. FT. STEAM 

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BOILER DESIGN**

**Solves Narrow Doorway
and Low Headroom
Problems**

Because it's divided in half and flattened out, the new Spencer Low-Waterline Boiler offers unique advantages over every other boiler in the field.

In existing buildings, this boiler's exclusive divided design permits entry through narrow doorways. Though its two watertight sections can be moved in separately, they require no welding for installation.

In new buildings, it cuts excavation costs by making possible lower basement ceilings. The L-W is 25% lower than conventional firebox boilers.

It has other time-tested Spencer advantages. It's self-cleaning. It's fast steaming, thanks to staggered rows of fire tubes. It can be quickly converted from mechanical to hand firing.

Let Spencer's Low-Waterline Boiler solve your heating problems. Learn more about it today. Clip and mail the coupon below.



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Lycoming-Spencer Division
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Williamsport, Pennsylvania

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Please send additional information on
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Company

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City Zone State

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When a classroom has level temperatures, adequate fresh air and proper humidity, students can focus total attention on studies – and thus learn faster and better. Because Honeywell's Individual Room Temperature Control System co-ordinates temperature and ventilation accurately, it contributes importantly to student learning.

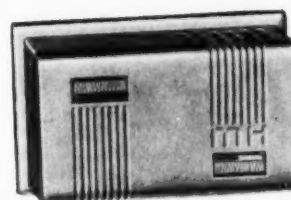
Today, this ideal classroom atmosphere is being enjoyed by thousands of students in hundreds of schools where Honeywell Control systems are being used.

Whatever your requirements – electronic, electric or pneumatic controls for heating, ventilating, hot water, and re-

frigeration equipment – Honeywell can meet them from their complete line.

Honeywell service is complete, too! A skilled Honeywell engineer will advise you on new installations, modernizations, or help you on any maintenance needed for your present temperature control system. Just contact one of Honeywell's 104 branch offices, located in key cities from coast to coast.

For a copy of Dr. D. B. Harmon's booklet, "Controlling the Thermal Environment of the Co-ordinated Classroom," or the interesting folder, "5 Ways Teachers Can Improve Learning," write Honeywell, Dept. AJ-7-147, Minneapolis 8, Minn.



The importance of Individual Room Temperature Control

When each room has its own Honeywell Grad-U-Stat (shown above), heat and fresh air can be regulated to meet the changing conditions that affect students' comfort. For example, the Grad-U-Stat can be set to supply less heat and more fresh air during tests or increased classroom activity.

MINNEAPOLIS
Honeywell

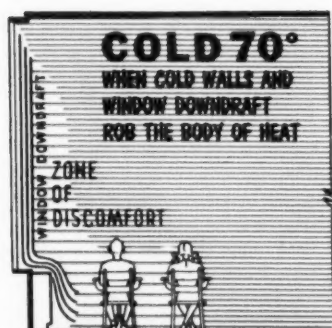


First in Controls

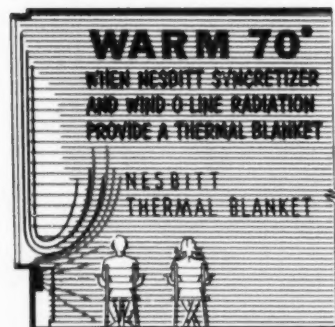


What Makes the Difference?

The NESBITT Thermal Blanket ... Syncretizer with WIND-O-LINE



With room-air temperature evenly maintained, downdraft from large cold windows may remain the robber of comfort.



The Syncretizer and Wind-o-line temper downdraft, raise it out of impression range, improve thermal balance.

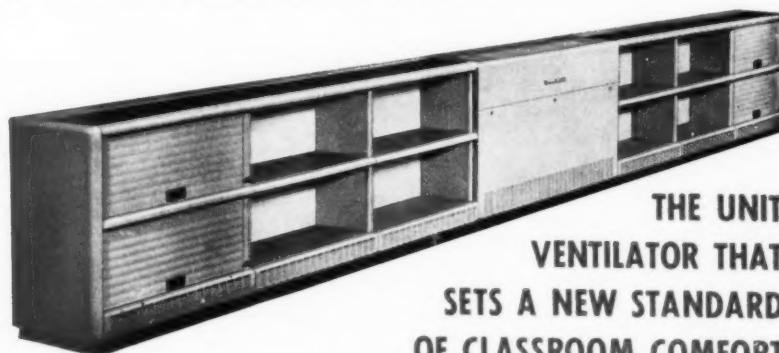
Has this ever happened to you? Pupils and teacher complain of feeling cold. Yet the classroom thermostat reads 70° as desired. Are the pupils imagining things? No, because comfort is a *feeling*, not a figure on the thermostat.

Cold 70° exists when frigid walls and window surfaces are robbing classroom occupants of body heat despite "satisfactory" room-air temperatures.

The Nesbitt Syncretizer and Wind-o-line Radiation solves the problem of heat loss logically by supplying a *heat gain* all along the windows to temper the cold downdraft and to restore bodily thermal balance . . . Warm 70°.

You can have this thermal comfort in your classrooms. Specify the Nesbitt Syncretizer and Wind-o-line Radiation.

MADE AND SOLD BY JOHN J. NESBITT INC., PHILADELPHIA 36, PENNSYLVANIA
SOLD ALSO BY AMERICAN BLOWER CORPORATION



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